

THE

DEAF

American

National Technical Institute For The Deaf's
COMMUNITY INTERPRETER TRAINING PROGRAM

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NTID Develops Community Interpreter Program

In an effort to increase interpreting services for the deaf nationwide, the National Technical Institute for the Deaf (NTID) has developed a Community Interpreter Training Program (CITP).

It is an intensive eight-week summer program, coordinated by the Interpreting Services Department of NTID. Fifteen persons from throughout the nation participated in the 1973 program on the campus of Rochester (N.Y.) Institute of Technology, NTID's sponsoring institution.

"The need for trained interpreters to serve the deaf in such community situations as medical areas, legal actions, educational classes or religious activities is great, and sadly lacking even in many large metropolitan areas," said Richard Nowell, supervisor of the Summer Interpreter Training Program. Besides the Community Interpreter Training Program, Nowell also is supervising the training of RIT hearing students who will serve as interpreters for the 400 NTID students on the RIT campus.

The program is being offered at minimal cost to the participants since training persons to work with the deaf is a reflection of NTID's concern for the welfare of the deaf nationwide.

The program is under the direction of Marjorie Clere, president of the New York State Chapter of the Registry of Interpreters for the Deaf and a professional interpreter from Syracuse, N.Y. Mrs. Clere has interpreted for the National Theatre of the Deaf's summer program; was the official interpreter for the New York State Temporary Commission to Study Problems of the Deaf; has served as an interpreter at the Universities of Syracuse, Nebraska and Cornell; and interprets for a Syracuse television program, "Know Your Doctor."

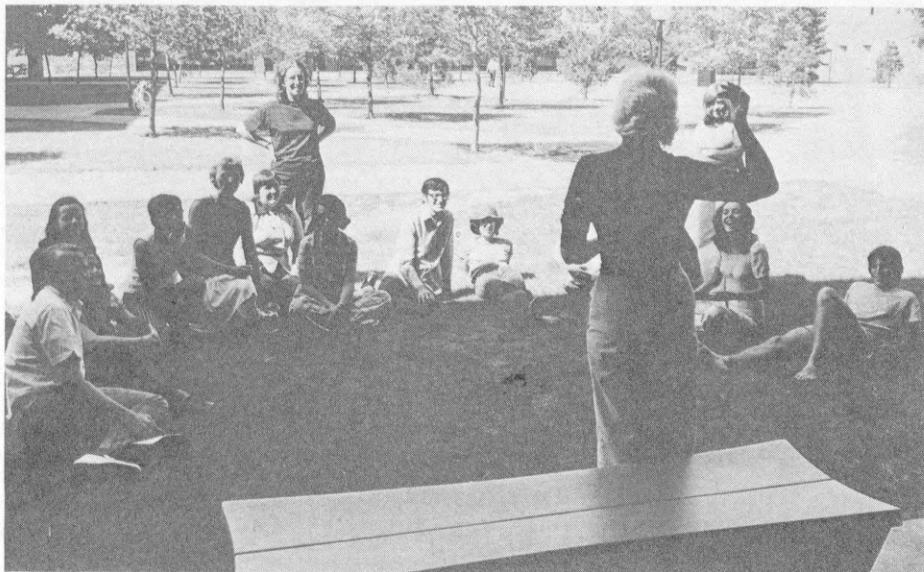
Training people to become interpreters involves more than teaching them sign language, Mrs. Clere insists.

"These people have to be concerned with interpreting meaning, which is different than simply translating what someone says," she said.

In order to upgrade the quality of interpreting services for the deaf, the Registry of Interpreters for the Deaf has recently begun a program to evaluate the skills of current interpreters.

A major step in training is to introduce the interpreters to the basics of Ameslan. Ameslan, short for American Sign Language, was the method chosen for the course because, "It's the conversational language for the deaf," according to Mrs. Clere.

"A few persons entering the course were skeptical about learning Ameslan. They felt we should be teaching signed English. But now I think most of them feel that Ameslan is the best method when the



INTENSIVE TRAINING—Students in the summer 1973 National Technical Institute for the Deaf Interpreter Trainee program took advantage of good weather to hold some of their classes outdoors.

major concern is meaning and communication," Mrs. Clere said.

"Ameslan is a totally different way of thinking," Deni Deutsch of Deerfield, Ill., said. "You have to think in concepts and imagery, like talking in pictures. We use so many words without knowing what they mean, words that can't be visualized. It makes you more aware of your own language."

It's a challenge trying to come up with images for phrases like 'get off my back,' 'that's a put-on' or 'keep your nose clean.' You're usually so removed from the way words are pictured. And did you realize there are more than 100 meanings for the word 'get?'" Chris Austin, a vocational rehabilitation counselor from Caldwell, N.J., said.

"Most of the persons involved in the program have had contact with the deaf which led them to make inquiries about our community interpreter course," added Rich Nowell.

Some of them have deaf members of their families, have made contact with the deaf through their jobs or have deaf friends. Most agree there is a great need for interpreters in their communities and compared notes on the number of referrals each had made to the Registry of

OUR COVER PICTURE

Mrs. Marjorie Clere and one of her students during the National Technical Institute for the Deaf's 1973 summer program to train community interpreters go through a routine. Those in attendance agreed that the program was rewarding but too short.

Interpreters of the Deaf chapter in their area.

"In my area of New Jersey there are no people who can sign and I understand that Marjorie Clere is the only registered interpreter serving the Syracuse, N.Y., area. The lack of opportunities for the deaf is great in many communities," Austin said.

Tonya Bassett of Norton, Ohio, took courses in sign language at the University of Akron, "but after those courses there was nothing to go on to. I'll be getting my master's degree in deaf education and felt I needed further training in sign language."

Gloria Reisman of Cleveland Heights, Ohio, has deaf parents, "but I couldn't seem to learn sign language on my own from a book. I needed a formal course."

Mae Probst of Rush, N.Y., feels there is a great lack of interpreters to work in church-oriented areas and wants to fill that gap as much as she can.

Some aspects of learning sign language have affected the personal lives and mannerisms of members of the group.

"Using body language is very important in total communication but usually it's impressed upon us not to use our bodies. I feel I've become more expressive," Ms. Deutsch said. "As an acting student I find the use of body language and the stress on exact meanings of words great. If you're going to be a good interpreter you almost have to become the person himself, and if that's not acting, I'd like to know what is!"

Gail Rothman, assistant instructor for the program and a dormitory counselor
(Continued on page 15)

Who Will Help Rodolfo Soriano?

By CARL A. ARGILA

De LaSalle College and University of Santo Tomas, Manila

"Pass the pancit . . . please," I signed. I always feel a bit silly making the sign for pancit since it looks so much like the sign for "sucker" that some of the New York deaf use, only the sign for pancit uses the "I" hand instead of the index finger (moved back and forth in front of the mouth). Anyway, I do love pancit . . . it's got all sorts of vegetables and meat mixed up with Chinese noodles. And if food represents a country's history, certainly pancit reflects the Chinese heritage of the Filipino people; some spices could be added to reflect the country's Spanish heritage, too!

But what am I doing eating pancit? Well, it is about 12:30 p.m. on the afternoon of May 27, 1973, and I'm sitting at a table with about 10 deaf friends. The occasion is the second wedding anniversary of our host and hostess, Rodolfo and Celia Soriano. Rodolfo loves pancit, too, and both of us have the bellies to show for it! All of the deaf at the table are lucky; one's an artist, another works in a factory. But I guess Rodolfo is the luckiest. In a country where the state school for the deaf graduates students whom we would consider "functionally illiterate" Rodolfo presents quite a contrast. He is, for example, the only deaf Filipino I've met who was educated after the war and who can sign in correct English order and make use of the different shades of meanings of English words! And his written English is like that of a hearing person!

What makes Rodolfo unique, of course, is his education. At the close of World War II, Rodolfo and his parents traveled to the United States for the medical treatment of his father. Rodolfo was enrolled in the Michigan School for the Deaf while his father underwent treat-

ment. By the time Rodolfo returned to the Philippines he had acquired enough language to succeed in his remaining studies in the Philippines . . . and his remaining studies included a Bachelor of Science degree from Far Eastern University (major in accounting and management; minor in economics). Rodolfo is the only postwar educated deaf Filipino who has a college degree in a field other than fine arts. This is even more of an accomplishment when you realize that in the entire history of the Filipino deaf community only one deaf person has graduated from college abroad, in fact, from Gallaudet!

More than for his education Rodolfo is unique because of his curiosity and ambition. He has developed a tremendous interest in computers and studied computer programming on his own, as well as taking an IBM key punching class. (The endless string of "Why" signs I get from Rodolfo drives me up a wall sometimes!) Rodolfo is also fortunate in having a challenging "desk job" at the country's most prestigious printing firm, Cacho Hermanos, Inc., where he has been working for nearly six years. If this doesn't seem like much of an accomplishment remember that most of our deaf people are lucky if they get a job as waiter or dishwasher at the "Coffee Shop of the Deaf." (Where they serve, by the way, very delicious pancit!)

As a deaf Filipino it is obvious that there is little else Rodolfo could ask or hope for. But it is Rodolfo's uniqueness that makes me write this article. Being as well educated as he is, Rodolfo is in somewhat of a vacuum; in another 25 years those deaf educated before the war will no longer be with us and it will be left to Rodolfo's generation to carry on



Rodolfo and Celia Soriano. Rodolfo, the only non-fine arts college graduate among the Philippine deaf, seeks more training and experience abroad so that he can better serve his people.

the work of the deaf, for it is only the deaf who can (or should) advance themselves. But without educated deaf who will carry on this work? Will we ever have deaf teachers? Will we ever have deaf individuals in positions of leadership in the organizations of the deaf? Or will we wind up as waiters and dishwashers while hearing "know-it-alls" control the lives and work of the deaf.

Positions of leadership can be filled only with competent persons and that is what we lack. It will be another generation before total communication and updated educational techniques make an impact on education of the deaf. In the meantime we must depend on some hearing people and, of course, on Rodolfo and other deaf who can be trained.

Still, you ask, why does Rodolfo need help? We need Rodolfo. He is one of our few hopes for self sufficiency in our deaf community. But Rodolfo needs more training and experience with the deaf in a developed country, such as the United States. He needs to see and learn how the deaf conduct their own affairs, how the deaf meet the needs of the deaf . . . themselves. And he needs more education—education Gallaudet style. I hope that somehow, some way, Rodolfo will be able to live, work and study in the United States for three, four or five years and then come back here and help build up and organize the deaf. How wonderful it would be to see a Philippine "deaf power" movement!

Perhaps one of you reading this will be able to lead Rodolfo to the job he needs, the support he needs to travel and study in the United States. Or perhaps you may just have some encouraging words of friendship. You may write directly to:

Rodolfo Soriano
127 Scout Gandia Street
Quezon City
Philippines

Who will help Rodolfo Soriano?



Rodolfo Soriano's present position is a "desk job" at the Philippine's finest printing firm, Cacho Hermanos, Inc.

Patria Forsythe: Advocate Of The Deaf, U.S. Senate

Patria Gerard Forsythe is professional staff member of the Subcommittee on the Handicapped, Committee on Labor and Public Welfare, United States Senate.

In addition to her position as Executive Secretary of the National Advisory Committee on Education of the Deaf in the Department of Health, Education, and Welfare, Mrs. Forsythe was also project officer for the Model Secondary School for the Deaf. She began her service in DHEW in 1961 as a special assistant to Secretary Abraham Ribicoff.

Mrs. Forsythe is a native of Connecticut, a graduate of Mt. St. Joseph Academy and the University of Connecticut, and attended Northwestern University. She was legislative assistant to the House majority leader in Connecticut prior to moving to Washington. Mrs. Forsythe has a deaf son, Gerard Winalski, who is a 1968 graduate of Gallaudet College. She is married to John S. Forsythe, counsel for the American Life Insurance Association.

BOWE: Mrs. Forsythe, could you tell us how you got started in deafness, where it all began for you?

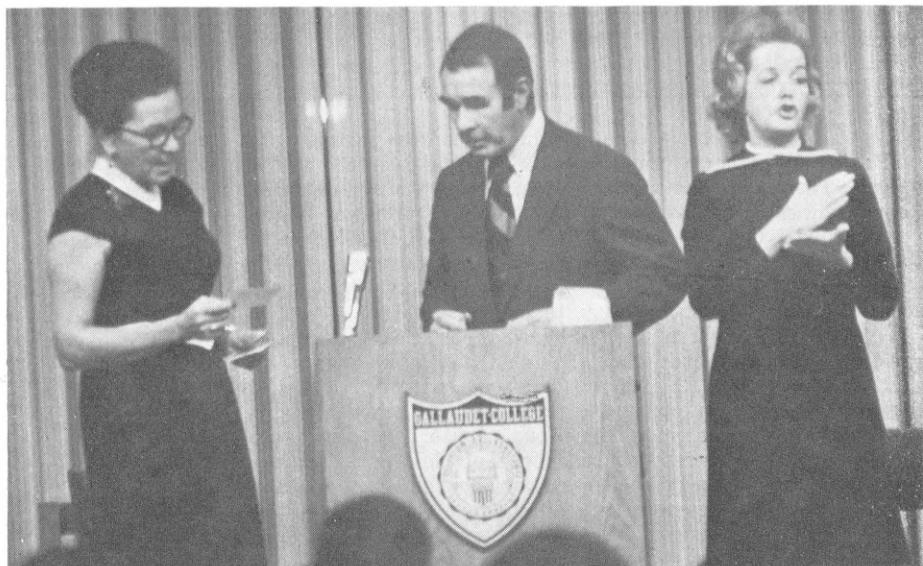
FORSYTHE: I guess you'd say my interest in deafness developed on a personal basis: I have a deaf son. I suspected his deafness when he was nine months old but it was not until he was 18 months old that the loss was diagnosed professionally. The problem was finding the people who could make the diagnosis and give me advice on what was appropriate for him. I've been involved ever since.

BOWE: In what ways, at the beginning?

FORSYTHE: It was mostly trying to get assistance, education and understanding of the problem. I did the usual things—like taking the Tracy correspondence course, which was a really strange experience for me, so remote, so "pen pal" like. When Gerard started school at the American School in West Hartford (he started at the age of two and a half), I was able to observe him in class and to talk with other parents and teachers. I suddenly found myself involved in organizing an association of parents and teachers. This was an education for me—but not satisfying enough. So I went to Northwestern University, when Gerard was four years old, to the Speech and Hearing Clinic. We had a fine experience there. When I returned to Connecticut, I began to realize how legislation affected the education of the handicapped. We began to move in that direction. I think the parents at the American School can take a great deal of credit for getting appropriations from the state for the preschool building and other facilities at the American School. I began working as a legislative assistant to the House majority leader. The governor, Mr. Ribicoff, who is the present Senator for Connecticut, appointed me to represent him on the board of the American School.

BOWE: Did you come with Mr. Ribicoff to Washington when he became HEW Secretary?

FORSYTHE: Yes, when he came to Washington as Secretary of HEW, he thought about the tremendous support he initiated for the American School and other programs for handicapped children during the years he was governor of Connecticut. To quote him: "Let's see if we can do for handicapped children in our nation what we managed to do in Connecticut."



GALLAUDET COLLEGE SESSION—Mrs. Patria Gerard Forsythe (left) is shown with Senator Harrison A. Williams of New Jersey, at a question-and-answer session at Gallaudet College. Mrs. Virginia Lewis is the interpreter.

At the time of our interview, she had just become a grandmother. I began the interview by asking her about her first experiences with deafness.

So that's how I came to HEW.

BOWE: Are you saying you came in and got into the National Advisory Committee on Education of the Deaf immediately, or what was the sequence?

FORSYTHE: No, NACED was not organized until much later. I began by looking into the agencies in HEW—it's huge. For instance, all I could find specifically for the education of the deaf was the Captioned Films program. I remember my first shock in Washington was over the appropriation for that program. It was authorized at a budget of \$100,000 but only \$78,000 was actually appropriated. One of the first things Secretary Ribicoff did was to recommend the full amount for that program. Mary Switzer and I discussed the problem that the Office of Education should be doing more for the handicapped than just Captioned Films!

I remember shocking rehabilitation people by saying the real goal of education of handicapped was to put rehabilitation out of business. I meant this in the sense that Dr. Shannon, director of the National Institutes of Health, used to say "The business of medical research at NIH is to put hospitals out of business." What we needed to do was to **educate** the handicapped. The difficulty I had with rehabilitation people was that they were not doing the handicapped themselves, particularly the deaf, a favor in waiting to rehabilitate them instead of assisting in the support of educational programs.

So we began there. The first bill we had increased the Captioned Films program, moving it into education as well as entertainment. I remember how John Gough was extremely delighted and cooperative with us when we moved on this. The second bill was for training teachers of the deaf and we authorized this for 1.5 million dollars. When I say "we" I mean the Congress with technical assistance from HEW. I work here now and I've adopted the term. But it was really a cooperative thing. Some of the people who were responsible included the late Congressman John Fogarty, Senator Lister Hill, who is now retired, Congressman John Brademas of Indiana, Congressman Carl Perkins of Kentucky, Senator Jennings Randolph and of course Senator Pell who have always been great advocates of Captioned Films and programs for all handicapped. There has always been bipartisan support.

One of the landmarks was the creation of an ad hoc committee on the handicapped which Congressman Hugh Carey of New York chaired. Dr. Edwin Martin, who is now Associate Commissioner of the Bureau of Education of the Handicapped, was staff director of that ad hoc committee. The teacher training program money was authorized by this committee. I remember we had to overcome the usual philosophical communication "road blocks" and we did this by focusing on the need for Federal assistance to train teachers of deaf children.

We followed that with a meeting right here in this room on a law to authorize the National Technical Institute for the Deaf. There was a tremendous need for a variety of career opportunities in addition to the liberal arts program offered at Gallaudet College. I'm particularly fond of this legislation as it was introduced by Senator Hill and Congressmen Fogarty and Carey as a gift on my birthday. So I've always had a great affection for that program.

During the course of the hearings on NTID, Gallaudet President Elstad and Dean Detmold appeared before the ad hoc committee. One of the questions concerned why Gallaudet needed a preparatory year for incoming students. Hearing their explanation helped us realize that there were no accredited secondary schools for deaf children. Congressman Carey has a very keen mind and being a man of action said, "Before this committee is through with its business and this session of Congress is over, we are going to do something about getting a high school for deaf students." He thought it was a tremendous oversight, and that's not a strong enough word, on the part of the educators. Before the session was over, true to his word, the Model Secondary School for the Deaf Act was passed.

BOWE: You're talking about some very fruitful times for legislation on deafness. What was the feeling while all this was going on? Did you have specific goals or did you move into areas as you found them?

FORSYTHE: With this kind of bipartisan cooperation, all you really need is someone to be an advocate for you. Perhaps you could say we should have started with the preschool level and worked our way up the educational ladder. But we attacked the problems as they emerged. An example is the problem of postsecondary opportunities for deaf students who don't want a liberal arts degree, or a technical or vocational program as offered at NTID. You see a possible answer to this in the Delgado, Seattle and St. Paul model programs, which are three demonstration programs that BEH lent 50% support to (with Social and Rehabilitation Service providing the other 50% support). Now you have perhaps 16 programs modeled after these three.

I think one of the greatest things to have happened is the establishment of BEH to centralize all Federal programs in education of the handicapped. It's only six years old, but it's built some fantastic programs in preschool education, regional resource centers, technical assistance to states, Captioned Films with its 14 instructional media centers and regional media centers. BEH has stimulated a great many programs in a catalytic way.

BOWE: I find myself comparing the present situation in deafness—the cutbacks, the closing of programs—with the stimulation and excitement of the times you're talking about, the atmosphere that produced NTID, MSSD, Captioned Films, the regional voc-tech programs.

FORSYTHE: Well, that was an initiative period that required a certain kind of attitude about handicapped people. I think people had the attitude that this was a rehabilitative problem not an education alone. Once you change that attitude—once people see that education is possible that deaf people do go to college—you can get things done. And if you look at the results of education programs, you're getting handicapped people to be taxpayers rather than tax users. We should look at education for the handicapped as an investment that contributes to the community.

BOWE: That concept is crucial to some of the bills now being considered by the Congress. I'm interested in knowing what the deaf community can do to get bills passed that would

establish programs we need. Why don't we start with the Vocational Rehabilitation Act of 1972 which went through several revisions, was vetoed and in a highly publicized confrontation the President was successful in having his veto sustained? In the history of this kind of an act, what can deaf adults, parents and professionals in deafness do to get the legislation through?

FORSYTHE: That act had a great many advocates here on the Hill. The Senate Committee on Labor and Public Welfare was fully behind that bill. If I were out there, wondering how I could help the bill, I'd recognize that I certainly didn't have to convince people in the Senate and in the House. Unfortunately, we have an administration that is committed to balancing the budget. I think your efforts would be best directed to the White House and to HEW, that's where the convincing must be done. In the event of a veto, you can come here and question Senators and Congressmen about their support. Who are they going to support—the President or the handicapped?

BOWE: Would this apply, too, to the new administration-sponsored VR Act S1875 and the House companion bill HR8070? I'm concerned about these bills because, not only is the total authorization much lower than was the case with HR8395, but no money is specifically set aside for severely handicapped, low-achieving deaf people. This would mean we might have to compete with other handicapped groups for whatever monies were available.

FORSYTHE: I think S1875 is the best, absolutely the best, compromise you could come up with. Time is running out on that program. As for competing you'd be competing anyway. You'd have to demonstrate and justify that the "low achievers" need this money more than paraplegics or quadriplegics or some other group. Then you'd bring that determination to the attention of HEW to get a priority for it.

BOWE: You'd go to HEW for that?

FORSYTHE: The Congress doesn't handle priorities on that level. It determines the parameters, but BEH, for example, says "We're going to concentrate on preschool programs, with X number of demonstrations." Incidentally I'm a great supporter of early education or preschool programs.

I don't like to label a kid "low achieving" before you've given him a chance to see whether he can achieve or not. Actually, I think deaf people have got a fantastic set of programs, many more than many other groups.

BOWE: What is your own role?

FORSYTHE: Let's take that up in terms of S6, a bill introduced by Senator Williams and co-sponsored by Senator Randolph and some other members of the committee. This bill would pay 75% of the excess costs to the state of educating a handicapped child. In the process of developing the bill, Senator Williams is holding field hearings to get "grassroots" reactions to his proposals. One of my responsibilities is to arrange these hearings. I also try to get professional opinion when it is needed and to coordinate research on matters pertaining to a bill. For example, my class at Gallaudet is doing some research on a rationale for including communications as an architectural barrier. Senator Randolph has a long history of being involved with the handicapped, particularly with architectural barriers, going back to the Randolph-Shepard Act of 1938 on vending employment for the blind. So part of the job of the subcommittee staff is to do research, gather information and to bring that material to the attention of the committee members and their staffs. The Senators really respond to this. They're really interested in deafness and in other handicaps and how people overcome them.

BOWE: I was talking with a deaf friend of mine from New York City the other day and he said that politics was a hearing man's game. I was wondering how this attitude might be changed—how we might develop a greater degree of political sophistication in the deaf community.

FORSYTHE: I don't like to hear someone say that politics is a hearing man's game. It's anyone's game. I've seen in my experience over the last 25 years that deaf people get in-

volved in the most complex, complicated and intricate situations like the World Games of the Deaf. They're truly interested. There is no question in my mind that deaf people who are interested in politics could get involved in much the same way on the municipal, county, state or national level.

In my class at Gallaudet one of the first things I heard was that politics is a dirty word. I told them it's not: politics affects your whole life from the day you're born and a man at the Bureau of Statistics signs your birth certificate, to the day you die and he signs your death certificate. Every time you buy something and pay a tax, every time you see a stop sign or a stop light on a public thoroughfare, you're involved in politics. Where your children go to school, how clean your streets and water and air are, where you can ride your bike, it's all politics and you can ignore it or get interested in it.

There's a whole process involved in legislation and it does take some thought to understand it. And it takes some interest also and that's very important. It's a question of priorities. What are **you** going to do if there's a softball game on election day? You have to set priorities.

Deaf people who are interested can take an interpreter with them and start learning how the system works. They can go to city council meetings; they can sit through legislative sessions; they can take courses like the one I teach at Gallaudet. Politics is something that you have to understand just like you have to understand what it's like to go shopping in a supermarket or what it's like to buy a car, or what it's like to buy insurance or anything else. It's part of your everyday life.

BOWE: Sometimes some of us are very interested in a particular bill and we wonder how we could most effectively influence what happens to that bill. Some ideas might include writing letters, sending telegrams, making telephone calls, organizing our own private hearings to dramatize the problem, demonstrating to make our support visible. I'm asking—do letters really work, are telegrams effective?

FORSYTHE: I have a personal preference for inviting a Senator or Congressman to see a program. Have him spend time with you, answer his questions, make an impact. What happens is that when the Senator or Congressman returns,

you continue to keep his staff informed. A beautiful example has to do with Bob Lauritsen's program in Minnesota. Senator Mondale visited the program and later he talked with me about it. He had more information about that program than I did! He was tremendously impressed. MSSD is very effective in this way, but I'll bet you that vocational rehabilitation facilities aren't and perhaps this contributed to the sustaining of that veto. The idea is to give them a picture of what they're supporting. I think that's the most effective way.

Letters are good if you have something to say, something real to communicate about a program. It's bad when you're using mimeographed letters. The question comes up in our minds when we get these form letters, "Does this person really know what he's asking for?"

BOWE: Do you? Do you know what you're asking for, what you're getting into, what the future holds for you?

FORSYTHE: When you were asking that question I remembered how I said when my son graduated from Gallaudet I thought the most wonderful thing would be to go back and become a housemother—in a dormitory for deaf students. But I keep finding myself on new plateaus in my life. The latest two have been coming here to the Senate and becoming a grandmother.

People used to ask me why I was so involved in deafness and I used to say, "Well, I had such a terrible time when my son was young that I was determined to be really experienced by the time I became a grandmother." So here I am and it looks like I'll never be able to get that job as a housemother in a dormitory and probably no one would give it to me anyway. But it's been exciting here since Senator Williams created this subcommittee, and Senator Randolph is chairing it. I'm glad to be a part of it. The United States Senate is a very distinguished group of gentlemen, and when you can get them interested in your problems they will become your advocates. I think the subcommittee will last as long as the Senate does. I don't think I'll be around that long. Maybe after a few years there will be some younger people coming along and I can go play with my grandchildren and get that housemother's job I keep talking about.

BOWE: Thank you, Mrs. Forsythe.

Developments In Captioned Television

The following information is contained in a letter from **Malcolm J. Norwood, Chief, Media Services and Captioned Films, Bureau of Education for the Handicapped, Office of Education, Washington, D. C. 20202. See the Editor's Page in this issue for comment.**

A recent news release stating that Public Broadcasting Service will be conducting a national demonstration test of captioning television for the deaf has resulted in a great volume of mail which can not be individually answered. Consequently, this standard reply is being mailed in response to all inquiries. We regret the necessity of this action, but trust the information contained herein will satisfactorily answer most questions.

In December 1971, Media Services and Captioned Films sponsored a National Conference on Television for the Deaf and Hearing Impaired which brought together representatives of the broadcasting industry, the deaf community, parents of hearing impaired children, program producers, government and other interested resources. The purpose of this meeting was to seek ways and means of allowing the deaf and hearing impaired to obtain their rights to the invaluable educational, social and cultural benefits of broadcast television.

One of the demonstrations at this conference was the use of a special decoder

attached to a television set which made captions visible on the screen. Only a viewer who has this decoder attached to his set can receive the captions. This is an outgrowth of a special system developed by the National Bureau of Standards for distributing time and frequency signals via television broadcast. A careful study by the National Association of Broadcasters indicated that this type of captioning was technically feasible, but that certain steps need to be taken before such captioning could become a reality. Basically these are:

1. An effective decoder must be developed.
2. A single system must be developed.
3. Extensive field tests of the entire system including receivers equipped with decoders are necessary.

Among other questions to be answered are:

1. The cost effectiveness of such a system.
2. The length of time required to caption a program.
3. The cost of captioning a program.

4. The cost of equipment to broadcasters.

5. The cost of the decoder.

Over the next year this system will be further refined and developed and hard data will be collected. The potential promise for opening a new dimension for the hearing impaired is great. With patience and continued efforts we feel broadcast television will eventually play its promised role in enriching the lives of deaf and hearing impaired persons.

Further to this effort to make captioned television programs available is the "Open Caption" technique. This means programs that can be broadcast with superimposed titles that any set can receive.

Under a contractual agreement with WGBH-TV of Boston 26 programs of the French Chef starring Julia Childs have been completed. Master tapes of these programs are located at the Public Television Library in Bloomington, Indiana, and became available June 1, 1973, to any PBS station in the country. This program has been very popular and while not the equivalent of MISSION IMPOSSIBLE, it is a step in the right direction. A "mixed bag" of 26 additional programs are presently being captioned to add variety to available programming. The important point is that while these programs

are available, we need to get them on the air to justify our efforts in this direction. The way to do it is for you, as members of the community, to make a request of your local PBS station to program them. Our variety in captioning is an attempt to penetrate the many facets of television: education, adult entertainment and children's programs. While we in Media Services and Captioned Films try to penetrate the many kinds of broadcast television, you must see that the markets are penetrated.

Another development is an agreement with WGBH in Boston to begin a demonstration project this coming fall which, in brief, will be the start of a captioned network newscast. In January 1973, this captioning unit originated a nationally-broadcast captioned version of President Nixon's Inaugural Address seven hours after it was delivered. The feasibility and efficiency of this technique of speedily adapting important and timely information firmly established the possibility of providing hearing impaired persons with the type of programming most often requested: daily news. A 6 p.m. national newscast will be taped and captioned for rebroadcast at approximately 11 p.m. the same evening. The Eastern Educational Television Network has expressed a willingness to distribute this newscast to its affiliates so that each local station may broadcast the captioned news if it so desires. There is a possibility that Public Broadcasting Service will follow

up by providing the program to its interested member stations. Again the need for community interest and action becomes most vital. This depends on you and your friends.

We sincerely hope this information is most useful to you and look forward to your assistance in getting presently available captioned programs broadcast. At the same time we would appreciate your patience and understanding as we experiment with other alternatives such as the possible use of a special decoder to make captioned broadcast television a reality. These approaches require time, but it is our feeling that we stand on the threshold of what can be accomplished by technology and that we will soon step across this threshold to see the fulfillment of the promise of captioned television.

Thank you for your inquiry and for your very much appreciated interest in this program. Should you feel we may be of assistance to you at any future date, feel free to write to us.

Aaron Cox Appointed Chairman Of Gallaudet Parents' Committee

Aaron Cox of Lynchburg, Va., has been named chairman of a new Parents' Committee by Gallaudet College. The committee will serve as a part of the College's Resources Council. Mr. and Mrs. Cox are the parents of Linda Susan Cox, a Gallaudet senior majoring in sociology. Cox, born in Glencoe, Ky., grew up in Covington, Ind. He began work with the Western Electric Co. in Chicago in 1928, was transferred to their new Omaha plant in 1956 and retired from the firm in 1968.

Gallaudet's Resources Council is a working committee as well as a counseling body to the board of directors and the president of the college. Its major responsibility is that of exploring and expanding financial support for the college's long range mission. It will also study and promote policies and plans for a wide program of communication toward better public understanding of the College.

The Parents' Committee will seek to develop a closer relationship between Gallaudet College and the parents of the undergraduate students, to inform parents about the College, its background and present and future programs, to encourage parents to help promote a public awareness of the College and its mission and to establish and promote a program of financial support for Gallaudet College.

**HOTEL OLYMPIA INFORMATION
SOON**

Watch next month's and subsequent issues for Hotel Olympia reservation information for the 43rd Biennial of the National Association of the Deaf, Seattle, Washington, June 30-July 6, 1974.

memories—yours, mine, and Ours!

Gallaudet Wants YOU!

**Student Body Government's 25th Anniversary
and
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October 9-13, 1973**

For free information, WRITE to:
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Gallaudet College
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She Conducts Sign Classes . . .

Deaf Arizonian Top Hat Winner

By TOIVO LINDHOLM

July 1972: Babette Krayeski, Scottsdale, Arizona, wins the Top Hat Award for the preceding month of June. January 1973: She wins the Top Hat Award for the year of 1972. May 10, 1973: She is presented a lovely desk set for her 25 years service as an Arizona State Compensation Fund employee.

The accolade and her life story were covered in both "The Inner-Comm," State Compensation Fund, Phoenix, Arizona, and the "Phoenix Gazette." A reporter from "Arizona Republic" came to the Claims Department of the State Compensation Fund, where Babette works, to interview her. We quote from these sources considerably.

From "The Inner-Comm": **"The heart has many voices. It speaks through a smile, a nod, a hand, a face. It radiates through an entire being to express its love and beauty."**

"Babette Krayeski has a heart with many voices.

"A tribute was paid to Babette 'an outstanding SCF employee' and to Babette 'a heart with many voices' at the July 11 (1972) Supervisory Luncheon when Cecelia Marks, assistant claims manager, presented Babette with the first Top Hat Award.

"In addition to the regular attendance at the luncheon, members of the Silent Communication Class were introduced by hostess, Joyce Parker, editor of "The Inner-Comm."

"This class is special not only because of the subject, but because they met during their lunch hour to take the course. Also, it was taught by one of our own people—Babette Krayeski.

"Outside of writing, silent communica-

cation is her method of sharing her life's experience with others.

"The Top Hat Award is given to an employee of SCF who has been nominated for outstanding accomplishments and achievements, including but not limited to outside recognition, community service, self improvement, job attendance, personal attributes and work contributions resulting in improved procedures and services.

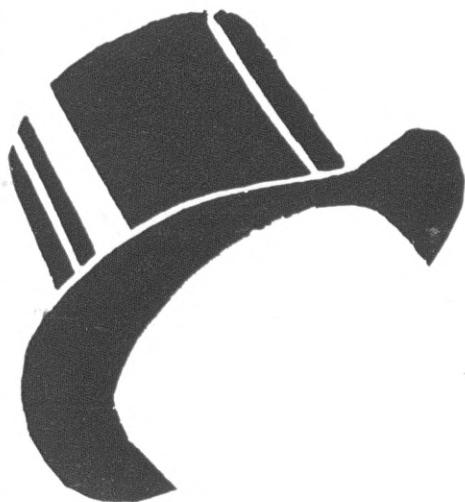
"Babette certainly qualifies for this award."

Cecelia Mark's moving presentation remarks not only told of Babette's accomplishment, but was a tribute in itself.

"... On May 10, 1948, Babette was sent to us from the Division of Vocational Rehabilitation. I remember interviewing her at the time, and we wondered just how she would work into the Claims Department. We were amazed as to how well she did work into the whole theme of the Claims Department. I can recall many times working back among the girls, and asking for a specific form, and before I had made myself clear, Babette with her quick alert mind could hand me the form I was asking for.

"Some very knowledgeable person once said—his name escapes me right now—"Everyone is handicapped in some way"—which is to say that none of us is a perfect physical, mental and emotional specimen.

"Not being able to hear, and as a consequence, not being able to speak, or at least not very much, does not represent the handicap to Babette that many of us would imagine. Why? Because the ability to hear is not a resource that Babette



had and lost, but rather a capacity she never had; and knowing Babette as well as I do, I believe she sees herself different from most people only because she has to communicate most of the time in a different way—by the silent communication method—sign language . . . But Babette is outstanding in many ways. I can recall seeing Babette around the Capitol Complex when she was a young girl, walking with her two tow-headed youngsters, taking them to movies, getting on a street car, and doing things for them. She saw that they had proper food, care and education—they have grown into fine young people. She is outstanding in that respect. She has a great sense of humor and looks upon the bright side of life. This is an attribute we can all copy. She is a smart, lovable human being . . ."

Carl Wiens (husband of Helen Wiens, Claims Department) interpreted for Babette. Carl is a child of deaf parents and has lectured at one of the Silent Communication Classes.

From the "Arizona Republic" (by Claudia Mallow): 8 col. 36 pt. heading, "Babette Krayeski Communication Teacher—Teaches Sign Language." "The 'sign language' has pervaded the State Compensation Fund, thanks to Babette Krayeski.

"Recently 26 employees completed an eight-week course in the art of sign language, which Babette taught. The class treated her to a graduation 'total communication' luncheon at which nothing but sign language was used.

"Babette Krayeski, 52, who has worked as a clerk-typist at SCF for 24 years (now 25—Ed.) is a deaf-mute—the only deaf employee among 450 in the organization.

"The youngest of five children, Babette came from a totally deaf family, except for one brother, David Watson, who was born with normal hearing.



SUPERVISORY LUNCHEON—Babette Krayeski received the Top Hat award for June 1972 at a luncheon held at the YMCA. She is pictured above with Cecelia Marks, assistant claims manager.



GRADUATION LUNCHEON—This picture was taken at a gathering at Western Village, June 1, 1972. William Foster, general manager, and Babette Krayeski. David Watson's "Talk with Your Hands" was used in the manual communication class.

"Her father was a skilled leather craftsman, and moved from the United States to Cananea, Sonora, Mexico, to open a saddlery and harness-making business in an area where the quality of leather was inferior and craftsmen few. (Watson Family life history told in **Silent Worker**, November 1954.)

"The business flourished, and all but one of the five children were born in Sonora . . . they moved back to Arizona where Prince, the fourth child, was born. Later, the Watsons returned to Sonora, where Babette was born . . . The Watson family were personal friends of Pancho Villa, Mexican revolutionary general . . .

"The customers who came to Babette's father spoke only Spanish and many were illiterate, so the Watsons resorted to a system of natural gestures to communicate—a system they used successfully during their 16 years of residence in Mexico.

"Babette's family moved to Phoenix when she was two and a half years old. She first attended the Arizona School for the Deaf in Tucson, a 'total communication' school, and then the Texas School for the Deaf for a few years and back to Arizona School, where she graduated in 1940 . . .

"Babette married, and later was left alone with children five and six years old, which she raised by herself.

"Daughter Ginny, 29, is married to Guy Bugh, an engineer at Phoenix Sky Harbor Airport. Son Don, 28, recently returned to Phoenix from San Francisco and plans to open a business. Both have normal hearing.

"When Babette first looked for a job, she was rejected again and again because of her handicap, but finally she went to Vocational Rehabilitation, which placed her in her present job, as a typist in the Claims Department of SCF . . ."

The interview was conducted in sign language, with the aid of Helen Wiens, a claims adjuster, who acted as interpreter

and served as coordinator during Babette's class, as well as through some written notes.

"She's always belonged," said Mrs. Wiens of Babette, and with her sparkling personality has always managed to communicate with others. "She always carries a pad and pencil everywhere she goes."

"In one note, Babette said she never felt out of place among the hearing employees. 'We learned to communicate with one another in one way or another. We all have a grand time. I can't utter one word but we play (bridge) during lunch hour . . . I have had a wonderful time with them all these years.'

"The 26 students in her class were dedicated, and most had a deaf relative they wanted to communicate with. All attended the class on their lunch hour, bringing brown-bag lunches.

"Though the class is over for this year,

informal classes are planned for the summer, with a formal class to be resumed next fall.

"In her class, Babette used as a textbook a book written and drawn by her brother, David Watson. The book, 'Talk With Your Hands,' illustrates all signs in common usage and shows how to make them.

"In the first class, Babette taught the alphabet, and in the second, spelling. Later, she went into special word signs. One of the things she taught was the Lord's Prayer, which was a favorite with the class.

"Babette is now working on teaching some of her students a Christmas carol they can 'sing' at the Christmas luncheon . . ."

From "The Inner-Comm," January 1973: "Since the (Top Hat Award) Committee became active in May 1972, seven employees have had the Top Hat Award (one for each month). From these, the task of choosing the Top Hatter was the final, difficult but delightful decision to be made to round off a challenging experiment.

"Babette Krayeski, Claims Department, won! At the Supervisory Luncheon on January 4, 1973, Babette was honored as the 1972 Top Hatter and was presented with a \$25.00 Gift Certificate."

Center For Community Education Established At Gallaudet College

With a \$15,000 first year grant from the C. S. Mott Foundation, Gallaudet College has been designated a specialized Center in Community Education, under the sponsorship of the Mid-Atlantic Center for Community Education at the University of Virginia. The purpose of the center, stated Dr. Thomas A. Mayes, dean of Continuing Education at Gallaudet College, is to introduce the community education concept to schools for the hearing impaired throughout the United States.



MANUAL COMMUNICATION CLASS—Left to right: Pauline Bates, mother of a two-year-old deaf daughter; Helen Wiens, whose husband, Carl, is the son of deaf parents; Babette Krayeski, instructor; Olen Gowens, the only man in the class at the Arizona State Compensation Fund office.

The Deaf In Kenya Begin To Emerge

By JOHN DILLON

In Kenya, deafness is more than a physical handicap. It can be a social stigma. Many parents see their deaf children as a source of shame and a hindrance, and a husband may leave his wife if she bears him one or two deaf infants.

Like many African countries, Kenya suffers from a shortage of deaf schools and the money to support them—but the strong stigma attached to deafness complicates this problem even further. Not only do Kenyan deaf schools have to search for money, they have to search for their students as well because parents, held back by their shame, will often keep quiet about their deaf children.

And Kenya is a big country—with a population of 11½ million. To locate deaf children around Nairobi, Nairobi's Kenyatta Hospital holds a free hearing clinic every Thursday morning. Parents who suspect their children have hearing problems can bring them to Elizabeth Coulldre, one of only two resident therapists in the country, for testing and for referral to the appropriate deaf school. But that just takes care of Nairobi.

The majority of deaf children are found by teachers from the schools themselves. Teachers like Philip Kamau Nduti, headmaster of the Kambui School for Deaf Children in Kenya's Central Province, constantly visit villages and homes in search of these children. When Nduti finds a deaf child, he must do two things: First, he must convince the embarrassed parents of the value of education for their child. And second, he must find the money to meet the child's fees and living expense.

Because Kenya is not densely populated (about 19 people per square kilometer), most schools for the deaf must be able to board their students, who are often drawn from farms and small towns. And

boarding means higher costs—about \$50 per year at the Kambui school. Nduti finds most of his sponsors, each giving part or all of a child's yearly fees, through the Kenya Society for Deaf Children. The majority of the other 21 deaf schools in the country are run by or financed by Christian missionaries and their churches, while the rest are run by town councils.

Because of the lack of facilities and money, only 650 of the 7,000 to 10,000 school-age deaf children in Kenya are now enrolled in school. (The most common causes of deafness in Kenya are meningitis, malnutrition, poor prenatal care and complications arising from home delivery.) Despite the fact the 650 deaf children in school represent only eight percent of the school-age deaf children, don't judge Kenyan deaf education too harshly. Unlike in the United States, only 40 percent of all school-age children in Kenya attend school. This makes the eight-percent figure of deaf children in study seem a little less horrible. Also, deaf students are not the only ones who must dig up cash for tuition. Fees are mandatory in all Kenyan primary and secondary schools, though college is usually free.

Further, the creation of deaf schools did not begin in earnest until the founding of the Kenyan Society for Deaf Children 15 years ago, and, perhaps more importantly, until Kenya achieved its **Uhuru** (independence) from Great Britain in 1963.

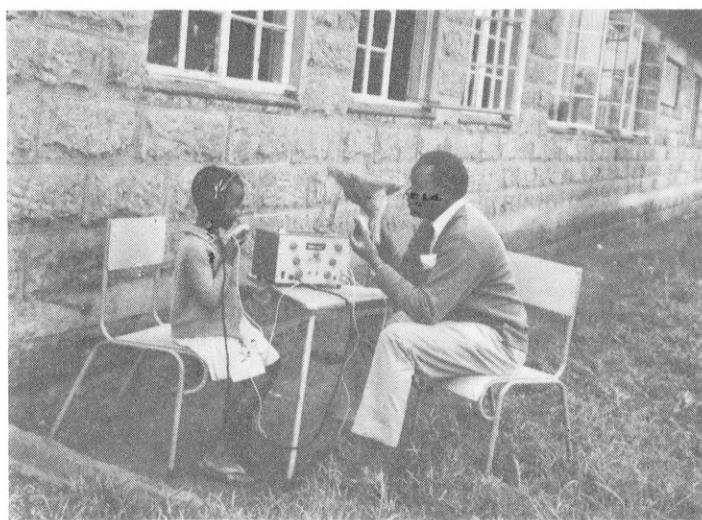
Another problem is finding the appropriate school for a deaf child. The problem here is related to the complexity of Kenyan society. Kenya has about a dozen major tribes, each with its own language, and each child must be placed in a school where the language of instruction is the same as that of his tribe.

Because most children, after completing their eight years of primary education, will return to their home villages, they will probably be the only deaf members of the community. So they must learn to speak and lipread the community language.

To further complicate matters, those deaf students lucky enough to continue on to technical secondary schools must also master English, the language of instruction at such schools. Further, Swahili, a combination of Bantu and Arabic, is used throughout Kenya as a common and official language.

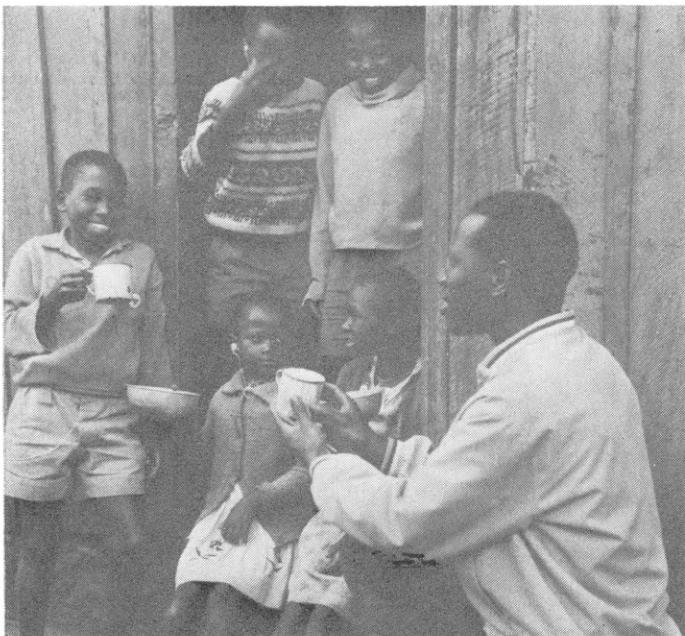
The Kambui school was started in 1965 to serve the Kikuyu (the largest tribe in the country with one-fifth of the total population) deaf of the Central Province. You get to the school by traveling north from Nairobi on a modern highway to a small town called Ruiru. From there you take a one-lane paved road to an even smaller town in the sharply rolling foothills of Mount Kenya. Finally, you turn onto a dirt road which passes through farm lands filled with coffee trees, banana plants, corn fields and small herds of cattle.

The Presbyterian Church of East Africa donated 15 acres of this land to get the school started. The school buildings themselves are built on the side of a steep hill and were financed by a Nairobi charity group called Round Table No. 10. When the school began it had but 12 students. Today it has 56 and a distressingly long waiting list. The school has five classrooms, two of which are equipped with group hearing aids (some of the students are also given individual hearing aids during the school hours). The staff numbers nine, including teachers, the headmaster, cook, custodian and others.



Left: Headmaster Philip Kamau Nduti gives special speech training to Muthoni d/o Andrew. The classroom building is behind them. Right: George Mjungu Rawson gives a speech lesson with the help of one of the two group hearing aids. Muthoni sits at his left. The photograph on the wall is of Kenya's president, Jomo Kenyatta.





Left: Muthoni (center), other students and teacher Rawson drink tea during the morning break. Behind them is the wooden structure used as the kitchen, dining room and bunkhouse for the children. Right: Muthoni and a friend have a conversation in signs in front of the bunkhouse. Behind them is a banana plant.



The school is financed mostly by donations from private individuals and from the church. The Kenyan government puts up only a little money to cover the salaries of some of the teachers.

Despite the continual shortage of funds, Headmaster Nduti dreams of expanding the school's property so the children could raise their own food and livestock and learn the agricultural skills they need in this primarily agrarian nation.

Actually, two other schools are situated in the same complex; a primary school for the area and a secondary boarding school for girls. This makes for an ideal situation: the deaf students can develop a sense of identity among themselves while having a chance to mingle freely with the hearing children in games, field trips and some classes. Games between the groups have changed the hearing children's stereotypes of the deaf and have boosted the deaf children's self respect. On one of my visits I witnessed a track meet between hearing and deaf children at the school (track is the national passion and pastime in Kenya). And as the deaf boys left the hearing ones trailing behind, I could see the pride in the faces of their friends on the sidelines.

Life at the Kambui school is fairly regimented. The students, who remain at the school until they're 12 or 13, wake up every morning at 6 a.m. They all sleep in one long wooden building divided in the middle by the kitchen. The boys sleep at one end, the girls at the other. The floor is made of dirt. While sheets are provided by the school, beds must be provided by the parents. Because some of the parents are very poor, some beds are of low quality, perhaps being nothing more than an old cot, baby crib or box spring.

After washing up, the children eat breakfast at 6:30. From 7 to 7:50 the students do their assigned tasks in clean-

ing the school and its grounds. Morning assembly is at 7:50 and consists mostly of a prayer and Bible lesson. Classes start at 8:15.

The courses offered are fairly advanced by American standards. For instance, one six-year-old girl I met, Muthoni d/o Andrew, was taking mathematics, languages (reading and writing), history, geography and speech. The classes are small, usually having eight to twelve students. The method of instruction in Kenya is officially oralist and there is no uniform system of signs. Speech is taught (sometimes with group hearing aids) by showing the child an object, writing it on the blackboard, speaking it and then having the child repeat it.

Though signing is not encouraged, the children have created a system of their own, which they use freely with each other. In fact, the children have the new teachers learning and using their system before long. (The children have no manual alphabet in their language, however.) Thus the teachers often combine spoken with signed instruction.

All the teachers, like Headmaster Nduti, who has been with the school since its beginning, or George Mjuguna Rawson, in his second year (see photo), are patient and flexible in their teaching and student/teacher relations are very warm.

Every month the teachers are rotated in each subject so all children receive the same amount of time with the more qualified instructors.

At 10:00 classes stop for 30 minutes for a tea break. The students walk across the compound to their bunkhouse for a serving of tea mixed with milk served in a tin bowl. Lessons then continue until 12:30 when they get an hour and a half for lunch. After that is another 90 minutes of class.

When school ends at 3:30, the children play organized games until 6:00. It's during this period that the deaf kids

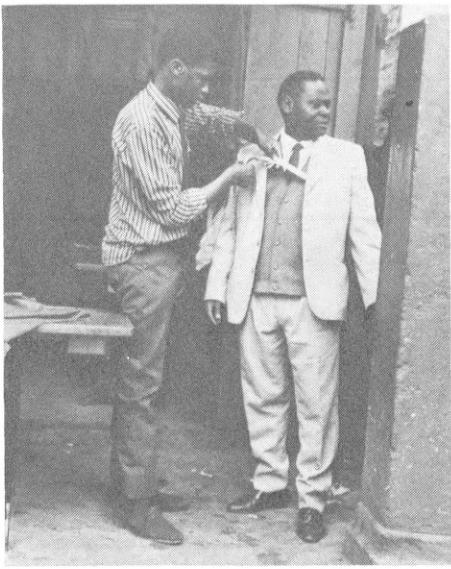
often have a chance to play with the hearing students in the complex.

Supper is at 6:30, followed by evening activities, for which the students are divided into small groups. One night a group might play games. Another evening might be given over to theater where, under a teacher's guidance, they act out the events and lessons of the day. Another night may be spent watching the school's television. At 9:00 everyone returns to the bunkhouse and goes to bed.

Except for occasional field trips and weekends (when classes are not held), this is how the students live from January to March. April is a vacation month and all the children then return home. August and December are also vacation months. In other words, the school year consists of three three-month periods (January through March, May through July and September through November) broken by month-long vacations. At Kambui, the school year is not as tightly structured as it is in the U.S., and students may enter school at the beginning of any one of the three terms.

After their eight years of instruction, most of the students return to their home communities to join their brothers and sisters in farming the land. A lucky few, however, go on for secondary education at a deaf technical school. And to acquire a trade skill in a developing country like Kenya can mean a wholly different way of life. Only three percent of country's population has more than an eighth-grade education and only four percent hold down semi-skilled, skilled or professional jobs.

The first three students to graduate from the Kambui school who also went on to technical school just finished their studies. By comparison with most young people their age (deaf or hearing), they are indeed success stories. Two of the boys studied carpentry for four years and are now working carpenters. One has



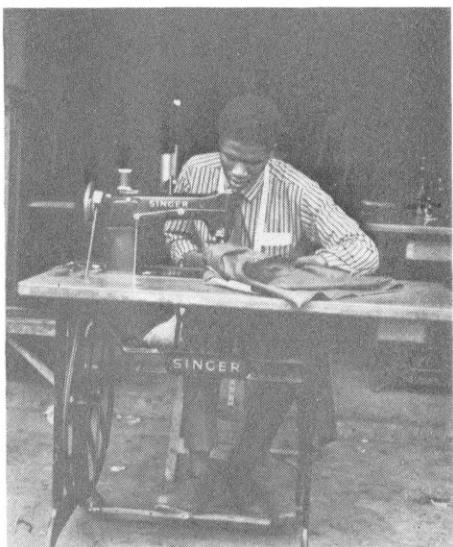
Joseph Kimani Kinuthia measures headmaster Nduti for a new suit.

even become so skilled that, despite his young age, he is already working as an instructor as well.

The third student, Joseph Kimani Kinuthia, trained to become a tailor. After Kambui, he spent three years at tailor school in Nairobi. He has now returned to his home in the village of Githunguri, not far from Kambui. Joseph, who is now 21 years old, was the first-born of 10 children. At the age of three he contracted otitis media and became deaf. His father, an administration policeman for the village, despaired, feeling that the deaf child would prove to be a burden. Certainly it seemed to him an ominous way to begin a large family. Headmaster Nduti persuaded Joseph's father to let the child enter the deaf school and after that the technical school.

Joseph is now ranked a Grade 3 tailor, but through a self-study program he's taking at home he should pass the exam to become a Grade 1 tailor within a few months.

He is now employed in a tailor shop in Githunguri, where I met him. Joseph's



Joseph at work in the shop where he is employed.

Letter From A Kenyan Student At Gallaudet

I was born on an unknown date but my parents think of it as October 7, 1951, at Vanga. Vanga is a small village situated on the southern end of the Kenya coast near the Tanzania border. At the time of my birth there was not enough education in my home and even in the whole of Kenya. None of my family, father, mother, one sister and two brothers, was deaf. I myself was not born deaf, but I became deaf at the age of five years. The exact cause is unknown but people say it was as a result of an accident. From that time until about 13 years of age, I could still hear and talk fairly well. Then from 13 until now my deafness gradually increased. I have moderately severe deafness.

I went to elementary school with speaking people from 1957 to 1965 at Vanga. Then I passed my final examination and was admitted to a public secondary school called Khamusi Secondary School in Mombasa. I went there from 1966 to 1970. My life at these schools was one requiring patience because I had the problem of not hearing the lectures. I had to watch the blackboard and study textbooks. With my homework, I had many kind friends who helped me to overcome many hardships. If it were not for them I would have left school.

It happened one day, when I was at Khamusi, that I met a kind English lady. She had a friend that worked at His Highness the Agha Khan Special School at Mombasa, where I was introduced. The new teacher became my kind advisor. She played a very important part in my life. Her name is Miss Margaret Brown, an English lady. She gave me a new hearing aid and advised me to study hard so that one day I could go to America. She knew a deaf black American graduate of Gallaudet, Mr. Andrew Foster. When she left Kenya for England, she informed Mr. Foster about me. That is why Mr. Foster wrote many letters to me and some to the Director of Admissions at Gallaudet. This was in 1968.

I got admission to Gallaudet in December 1970. I was glad to hear that, but I was faced with the need for money for transportation and expenses. The students and faculty of Khamusi Secondary School played an important part in solving the problem. They collected my fare and expenses for my journey to America. The college gave me a \$1,300 grant-in-aid and my home government gave \$500. This year the college gave me \$900 and my government \$500. The remainder I have to pay myself.

I started to learn sign language here at Gallaudet last year. I don't know many deaf Kenyans and I have never visited any schools for the deaf in Kenya except the Agha Khan Special School in Mombasa. After my graduation here, I hope to go home and work hand-in-hand with deaf people and hope to be their leader. I hope to go and improve the deaf program in the deaf schools. I am an African.

My family are uneducated and I am the only educated person. I fought with my parents about school because they refused, saying that I was deaf. They are very poor and will depend on me when I go home.

Bakari Mohamedi Aly

father, obviously pleased and surprised by his son's success, was eager to buy us tea and sandwiches in a small local restaurant. Far from being a liability to him, Joseph was now bringing in enough money to help his other brothers and sisters through school, his father eagerly explained to me. If Joseph's success has had a big impact on his father, it's had an even greater impact on the town. With the advent of deaf education in Kenya, deaf children who were destined to be laborers or farmers can now, like Joseph, look forward to entering an improved financial and social position near the top of Kenyan society. Joseph's village knows that now, and people there can never again view a deaf person as someone who is a family liability with a limited future.

Things will not be all that easy for Joseph, Muthoni and the other young deaf of Kenya, though. For example, while Joseph is doing well compared to other young people his age, he receives the same wages as the other men in the tailor shop despite his advanced training and superior skills. Only the discrimination he faces for being deaf stops him from advancing more rapidly than he already has. And the creation of deaf professionals is a long way off. Most

parents still see their deaf children as an embarrassment and a hindrance. Most deaf in Kenya are unschooled and isolated. This isolation is perhaps the most striking difference between the deaf in Kenya and the deaf in the United States. There is nothing remotely resembling the idea of a "deaf community." The children in school are the only deaf who are in contact with many other deaf, and after they finish school they will return to their homes where they will probably be the only deaf persons in their local area. Nobody I met knew of any deaf people ever marrying each other.

However, Kenya is still a society very much in transition. In a nation not yet a decade old, most everything that happens happens for the first time. Attitudes are not fixed and the role of deaf people is far from set. The impact Joseph has had just in his small village is one of the first of what promises to be many similar stories. The key is education. In a society sorely in need of skilled workers, every deaf child with an education becomes a sought-after worker. There are other promising signs as well. For example, there are a couple deaf Kenyans doing advanced studies in the U.S. One is Bakari Mohamedi Aly who is studying at Gallaudet (see letter). While the gov-

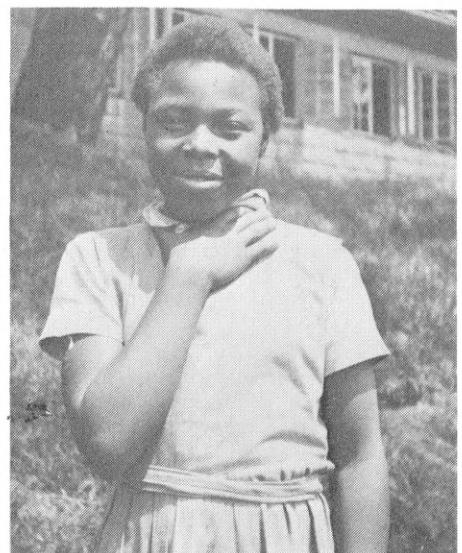
ernment could be doing more for deaf education, the Patron of the Kenya Society for Deaf Children is Daniel Arap Moi, the vice president of Kenya, which certainly bodes well for high-level attention to the needs of Kenya's deaf population. But the real promise is in the deaf children themselves. It is their drive and ingenuity that will be the major force for change. Having spent time with many of them, my guess is that those changes will be significant indeed.

Because the key to the future is in education, I should not close without an appeal. You or a group to which you belong can sponsor a deaf child's education. By sending a contribution of \$50, you pay school fees and feed and house a child for an entire school year! Also, you will be sent a photograph and life history of the particular child your money helps. And, of course, contributions of lesser amounts are more than welcome, too. Check or money order should be sent to:

Kenya Society for Deaf Children
P.O. Box 42306
Nairobi,
Kenya



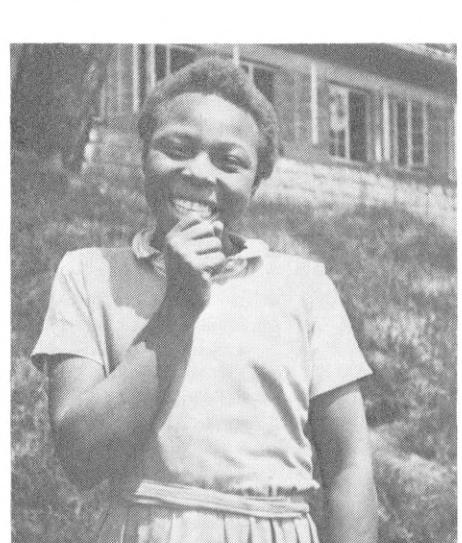
WHITE PERSON: The hand moves over the face in a kind of washing movement.



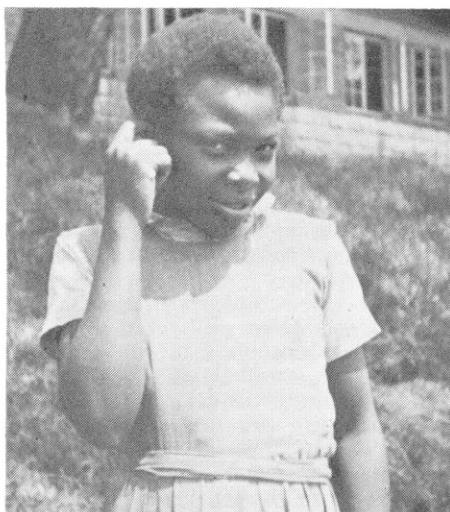
YOUNG MAN: The sign indicates that young men like to wear neckties.



BLACK PERSON: The right hand is rubbed against the left arm.



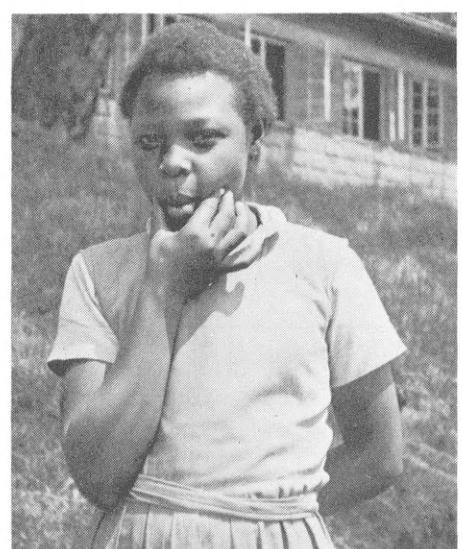
FATHER: The sign indicates a beard, often grown by men after they are married and become fathers.



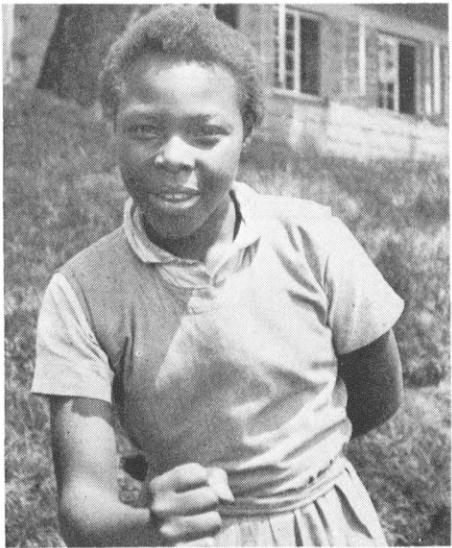
DEAF: Similar to the American sign for deafness, the first movement indicates the ear. The second movement indicates nothing is heard in the ear.



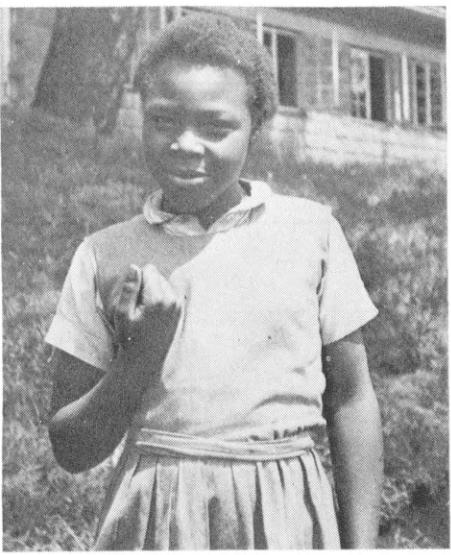
MEAT: This sign comes from the way local men eat meat. The whole piece of meat is held in the left hand. Then part of the meat is bitten and held by the teeth while a knife, indicated here by the motion of the right hand, cuts off the piece.



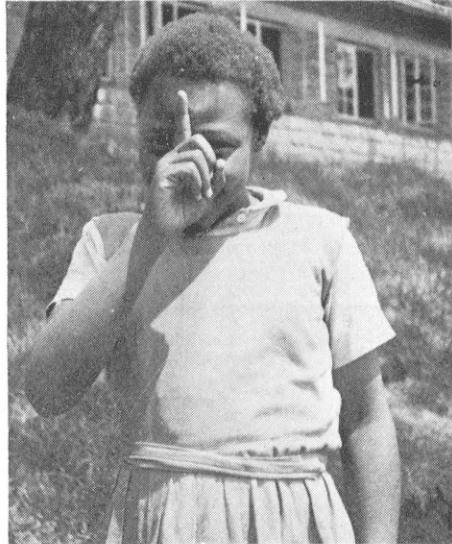
OLD MAN: The sign shows his cheeks are sunken.



GRANDFATHER: The sign shows a man supporting himself with a pole.



SMALL GIRL



POLICEMAN or SOLDIER: He has a crown or plume in his helmet.



TEEN-AGED GIRL or YOUNG WOMAN



MARRIAGE: Married people often walk together with the little finger of the inside hand joined. When one of the children teasingly indicated that I should take one of the female teachers for a wife, she did so by holding up her hands with the little fingers joined.



MOTHER or OLDER WOMAN

NTID Interpreter Program

(Continued from page 3)

at the Rochester School for the Deaf, said she had become more "physical" in dealing with people.

"Usually you don't look directly at people when you talk, but a deaf person who concentrates on your face is impossible to ignore," she said.

Frances Ratcliff of Webster, N.Y., felt that learning sign language had a profound affect on her life.

"My husband is deaf and after taking a human relations course together we realized that we had been living in a completely hearing world which was very frustrating for him. We are now making an effort to communicate our feelings and spend more time in both the deaf and hearing communities," Mrs. Ratcliff said.

Beatrix Murphy of Liverpool, N.Y., has a deaf eight-year-old daughter, "and when I look back now I realize how close we've become since I learned sign language. We can communicate so much better because of it."

When asked for comments on the training program, the universal comment was that the course was "too short."

"I think even a 16-week course would be too short," Dee Risley of Largo, Fla., said.

"We're not trying to say that after taking part in this program these people will be expert interpreters. What we're trying to do is introduce them to as many interpreting situations as possible. All the kinks haven't been ironed out by any means, but we are trying to offer a possibility for those who want to help in their community," Mrs. Cleere said. "We can offer classes, lecturers and experts on deafness but becoming a good interpreter means working with the deaf. Doing it on your own is the only way in many cases."

"The need is here, we only hope by training people to go back to their own communities we can make some mark in alleviating some of the problems of communications and deafness," Mrs. Cleere said.

Bates New ICDA President

Robert L. Bates of Vienna, Virginia, was elected president of the International Catholic Deaf Association at its convention in Portland, Oregon, in July. A graduate of the Indiana School for the Deaf and of Gallaudet College, where he majored in mathematics, Bates is presently employed in the computer profession with the Naval Command Systems Support Activity, Washington, D.C.

Other ICDA officers: Mrs. Frances Person of Joliet, Illinois, first vice president; Robert H. Lidfors of Beaverton, Oregon, second vice president; Keith Dorschner of North Bay, Ontario, Canada, third vice president; Ralph J. Hinch, Jr., of Chicago, Illinois, secretary-general; Charles Vadnais of White Bear Lake, Minnesota, treasurer-general; Guy E. Leboeuf of Montreal, Quebec, Canada, Canadian treasurer.

NTID To Host Tourney For Deaf Hockey Teams

Six of the outstanding ice hockey teams from Canada and the United States will clash for the first time in a one-day tournament, November 10, at Rochester (N.Y.) Institute of Technology.

Sponsored by the Student Congress of the National Technical Institute for the Deaf at RIT, it is the first attempt to bring together the finest deaf hockey squads from the two countries.

Representing the U.S. will be the World Games team and the Gallaudet College Bisons. Canada has entered two teams from Ontario, one from Montreal and another from Toronto. The Canadian representatives are the Centre des Loisirs Des Sourds' De Montreal Inc., the Toronto Deaf Hockey Club, the St. Francis De Sales Catholic Society of the Deaf in Ontario and the West Ontario Athletic Association of the Deaf from Vinemount, Ontario.

The double-elimination event is expected to begin at 9 a.m. with the consolation at 6:30 p.m. and the finals at 8:30.

Competing for the U.S. team will be NTID student Deane Sigler of Ann Arbor, Mich. The U.S. captain also is a star of the RIT hockey team as a defenseman. He and Peter Pudela of Chicago, Ill., are serving as co-chairmen of the tourney.

NTID students have formed a committee to raise the \$2000 needed to stage the



WHEELCHAIR COMPETITOR—Bonnie Riffle, a deaf single amputee, won a gold medal for winning the discus event at the Virginia Wheelchair Games held at the Rehabilitation Center, Institute, West Va., in August. Her toss of 43 feet 7 inches qualified her for the Pan American Games. She also won a silver medal in the shot put.

event. Donations are being accepted to help cover costs of ice rink rental, referees and staging a dance.

A committee of NTID students is attempting to raise funds through car washes, booster memberships, an advertising booklet, bake sales and other activities.

Members of the tournament committee

are Robert Greenwalt, Barbara Allen, Dennis Tucker, Carmen Sciandra, Pat Sullivan, John Swan, Tom Nedred, Leonard Williams and Ronald Borne.

NTID Student Congress President Mark Feder said any proceeds from the event will be used to promote additional activities for deaf students on campus.

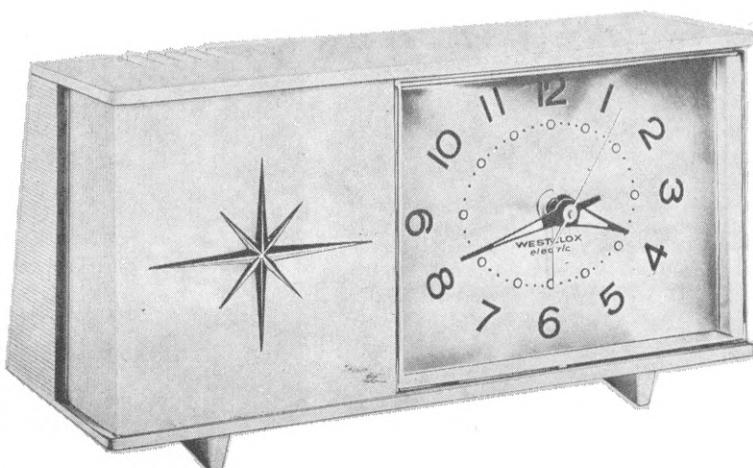
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MEETING WITH GOVERNOR—Seated, left to right: William Leavell, president, Tennessee Registry of Interpreters for the Deaf; Governor Winfield Dunn; Dalton Drennan, Nashville League for the Hard of Hearing. Standing: Leroy J. Ellis III, Nashville League for the Hard of Hearing; Lloyd Billingsley, Nashville Chapter, Tennessee Association of the Deaf; Mrs. Joan Felts, TAD Board Member; James Goldfeder, Director, Comprehensive Services for the Deaf; James Peach, Nashville Div. No. 12, National Fraternal Society of the Deaf; Mrs. Annie Lloyd, interpreter; Kent Harrell, Director, Regional Services for the Adult Deaf.

Deaf Tennesseans Meet With Their Governor

By JAMES GOLDFEDER

On July 24, 1973, representatives from Tennessee organizations serving deaf persons met with their governor, Winfield Dunn, to discuss services that deaf persons were currently receiving in Tennessee and the future of service programs in that state. At issue was the specific request that the Governor consider creating a special department to be known as the "Division for Deaf Persons" as a component to one of the existing state agencies such as the Department of Mental Health.

James Peach, president of Nashville Division No. 12 of the National Fraternal Society of the Deaf, read a prepared statement in his natural language—the language of signs. At the conclusion of Mr. Peach's reading, discussion was held concerning numerous topics that concern deaf persons: insurance rates, vocational rehabilitation eligibility and goals and purpose of comprehensive service agencies that serve deaf persons.

The letter read to the governor by Mr. Peach and signed by Lloyd Billingsley, representative of the Nashville Chapter of the Tennessee Association for the Deaf; William O. Leavell, president of the Nashville Chapter of the Tennessee Registry of Interpreters for the Deaf; James Peach, president of NFSD Division No. 20; Kent Harrell, director of Regional Services for the Adult Deaf, Chattanooga; and James Goldfeder, director of the Comprehensive Community Services for the Deaf in Nashville.

Also attending the meeting were: Mrs. Joan Felts, secretary of the Tennessee Association of the Deaf; H. Dalton and Leroy J. Ellis, III, treasurer and presi-

dent of the Nashville League for the Hard of Hearing; Mrs. Annie Loyd, interpreter.

The letter:

July 26, 1973

The Honorable Winfield Dunn
State Capitol of Tennessee
Nashville, Tennessee

Dear Governor Dunn:

In behalf of all the deaf citizens of Tennessee, we would like to state that we feel extremely fortunate to have a Governor who is sincerely interested in the welfare of all handicapped persons. Your decision concerning a new school for the deaf in West Tennessee clearly demonstrates your awareness of the need to improve educational opportunities for deaf children.

We do feel, however, that existing agencies, private and governmental, have to a degree been unable to provide quality services to deaf persons. Such services include: adult basic education, social and family counseling, vocational preparation, assistance to deaf residential patients at state mental facilities and senior citizens programs. We would like to see such things established as legal counseling for deaf persons, a regional interpreters service, statewide preschool programs and improved vocational rehabilitation service.

Furthermore, we feel that existing agencies have to some extent engaged in discriminatory practices in regard to deaf persons because of the lack of trained personnel who can adequately communicate with deaf people. We feel that services can greatly be improved by the creation of a statewide comprehensive

service organization to serve deaf persons, with regional offices in the major cities, Nashville, Knoxville, Memphis and Chattanooga. The purpose of such an organization would be to assure that community services available to hearing people would be to an equal degree available to deaf persons. We feel that certain problems unique to the handicap of deafness need to be given appropriate consideration. Such a statewide organization would be invaluable and would not duplicate in any way services now being provided by the existing speech and hearing centers, the Tennessee School for the Deaf, the Tennessee Division of Vocational Rehabilitation or any other public facility. We would like to see legislation passed creating such an agency as a "Division for Deaf Persons," possibly as a component to one of the existing state departments, such as the Department of Mental Health. This centralized agency would be responsible for coordinating activities with the regional offices in our major cities.

We would also like to know if funds could be found to help support the few existing services that are currently existing and offering these valuable services; in particular the Comprehensive Community Service for the Deaf of the Nashville League for the Hard of Hearing and the Regional Center for the Adult Deaf in Chattanooga.

As our meeting with you falls right before our Tennessee Association of the Deaf convention, to be held at Chattanooga, August 1 through 4, we would welcome your remarks directed to these suggestions so that we can report to our

members. Our membership consists of hard-working, taxpaying citizens. Most of our people also contribute to the United Fund agencies. For the services that we currently have available, we are most grateful. We would like to see our tax dollars utilized to further the work of these agencies and to broaden and improve services for deaf persons in Tennessee; hopefully by creating the state-wide comprehensive agency that we mentioned.

On behalf of all deaf persons in Tennessee, we, as their representatives, would like to thank you for meeting with us personally and for considering these vital issues.

Sincerely,

s/ James Goldfeder
Director, Comprehensive Services for the Deaf, Nashville League for the Hard of Hearing
s/ James W. Peach
Fraternal Society of the Deaf
s/ Kent Harrell
Regional Services for the Adult Deaf
s/ Lloyd R. Billingsley
Tennessee Association of the Deaf
s/ Wm. O. Leavell
Tennessee Registry of Interpreters for the Deaf

At the conclusion of the discussion, Governor Dunn seemed quite amazed. "I never knew that deaf persons had these types of problems," he said. "No one has ever brought these things to my attention before." The Governor promised to investigate the things we talked about and to get back in touch with the delegation when he could find some definite answers to their questions.

Within three hours after the conclusion of the conference with the Governor, the Comprehensive Community Services for the Deaf in Nashville received a call from the office of the Commissioner of Insurance with information about new legislation that would greatly reduce the automobile premiums paid by persons falling in the assigned risk category. The new laws which go into effect October 1, 1973, would reduce premiums by 30% to persons who have not had accidents or moving violations in the past three years.

During the TAD Convention held in Chattanooga, August 2-4, these things were reported to the membership by this author. The following account of the meeting was rendered by Ed Baker reporting in the **Chattanooga Times**, August 4, 1973.

Rates on Auto Insurance Lowered for Most of Deaf

By ED BAKER

Reduced automobile insurance rates for deaf persons will go into effect Oct. 1, delegates to the 26th biennial and 72nd anniversary meeting of the Tennessee Association of the Deaf being held here were told Friday.

New laws reducing by 30 per cent the premiums paid by those who come under the "assigned risk" category, with varia-

ble provisions, will benefit deaf drivers, James Goldfeder, director, comprehensive community service for the deaf, said.

Goldfeder gave an address to approximately 100 delegates who will continue the meeting through today. Sessions are at the Read House.

The auto insurance issue is one which has been emphasized during the meeting which began Thursday.

"We have had some rap sessions about auto insurance rates," said Robert Lawson, president of the TAD. "Some have protested that most deaf persons were charged higher than the hearing for the same protection."

Lawson also expressed concern about the situation at the Tennessee School for the Deaf at Knoxville, noting a superintendency for the facility is vacant.

Goldfeder told the delegates, via interpreter, that a group has recently met with Gov. Dunn, who concluded the discussion by saying, "I never knew that deaf people had any of these problems. No one has ever brought these things to my attention before."

The speaker said Dunn was briefed on such subjects as comprehensive services for the deaf and a proposal that legislation be passed to create an agency to be called "Division for Deaf Persons."

The agency would be concerned with coordinating activities for deaf people with regional offices in the state's major cities.

Goldfeder said the Vanderbilt Law School is assisting in drafting legislation for the division. The bill is scheduled to be introduced in the legislature during the 1974 session, he said.

The silent sessions featured flying fingers that spelled out messages with more speed than most vocal communications; finger signs frequently deliver a complete sentence in a one-second motion.

A number of demonstrations are being given to the delegates, among them a sophisticated device whereby a telephone can be used to converse with a person across town or across the nation via a television-type screen that delivers a printed message.

Today's business will include election of new officers for the year.

About the Author

Mr. Goldfeder attended Ohio Wesleyan University and Tennessee Temple College. He received a master's degree from the University of Tennessee at Knoxville in the area of Education of the Deaf. Mr. Goldfeder was responsible for co-ordinating the preschool and kindergarten programs for the hearing impaired children at Chattanooga-Hamilton County Speech and Hearing Center. He is currently serving as Director of the Comprehensive Community Services for the Deaf, a division of the Nashville League for the Hard of Hearing. Mr. Goldfeder is the current secretary-treasurer of the Tennessee Registry of Interpreters for the Deaf and is a social member of the National Fraternal Society of the Deaf.

Community Service Center For District Of Columbia

The District of Columbia Title I Advisory Council has granted Gallaudet College \$37,868 to establish a Community Service Center for the Hearing Impaired. Public Service Programs, a division of Gallaudet College, will administer this new program which has as its objectives: 1) to coordinate services available from other agencies; 2) to supplement and deliver group and individualized services; 3) to provide centralized referral services for deaf adults, children and families; 4) to serve as a center for information on deafness for other service agencies in the city; 5) to provide interpreting service for deaf people needing specific services available in other agencies and 6) to provide other needed services that will enable deaf persons to realize their potential and become contributing citizens in the larger community.

This new project will attempt to assist any hearing impaired citizen in the District of Columbia. It will, especially, seek to include persons who are black and deaf in these services (there is an under reporting of black deaf citizens throughout the country). Project staff will work out of 2010 Rhode Island Avenue, N.E., which also houses the Capital City Association of the Deaf. Regular office hours also will be scheduled at a neighborhood health center in S.E. Washington and other locations to be determined in the future. Services provided will include consumer information programs as well as individual counseling for deaf citizens and their families.

Information Sought On First Head Of Nebraska School for the Deaf

The first movement toward the establishment of a school for the deaf in Nebraska was made in 1867, by Rev. H. W. Kuhns, the first Lutheran minister in Omaha.

The act incorporating the school approved February 7, 1867, was brought about probably by Professor Jenkins, a teacher of the Illinois Institution, later superintendent of the Kansas School for the Deaf.

When appropriations became available in 1869, the Board of Trustees with Rev. Kuhns as secretary rented a small one-story house. To head the school, the board appointed Mr. William DeCoursey French, a deaf man and a product of the Indiana School for the Deaf. Mr. French's sister, Mrs. Jeannie Wilson, was appointed matron.

Mr. French, the first principal and teacher, and his sister, the matron, left in 1871.

Readers knowing more about Mr. French are requested to write the Editor of THE DEAF AMERICAN, who will forward the information to Nebraska.

NEA Recommends Teaching Of Language Of Signs

At its 1973 convention held in Portland, Ore., in July, the National Education Association adopted a resolution recommending that the language of signs be included in secondary schools, colleges and adult education programs. The resolution also urged schools and other community organizations to encourage participation of deaf people in their regular activities.

The resolution was proposed by Charles Wheatley, Assistant Executive Secretary for Legislation of the Maryland State Teachers Association. He has been most enthusiastic about manual communication since observing an interpreter at the Maryland Parent-Teacher Association state conference last year at which parents and teachers of the Maryland School for the Deaf were present.

Text of the resolution:

THE LANGUAGE OF SIGNS
The NATIONAL EDUCATION ASSOCIATION believes that

the lack of communications between the hearing and the deaf has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens. It is a tragic waste of human resources to have a significant proportion of the population effectively isolated by a society that does not comprehend the language of signs.

The ASSOCIATION recommends that the language of signs be included as a relevant part of a total communication program in secondary schools, colleges, and adult education.

The ASSOCIATION urges all schools and other community organizations to actively encourage the participation of deaf children and adults in their regular programs; and shall encourage Federal, state, and local governments to expand their programs for more complete integration of the deaf into our society.

Senator Dole Requests White House Conference

Editor's note: The following, taken from the Congressional Record, contains a request from Senator Robert Dole (R-Kansas) for President Nixon to call a White House Conference on the Handicapped.

MR. DOLE: Mr. President, today I join in support of S.J. Res. 118, requesting the President to call a White House Conference on the Handicapped. It is the intent of this conference to focus greater public attention on the problems and needs of handicapped people and to strengthen the commitment which the U.S. must have in overcoming these problems.

In 1969, upon coming to the Senate, I recommended the creation of a Presidential Task Force to review private and public programs and funds, and derive better means to serve the total needs of handicapped persons. I was extremely gratified when the President appointed two task forces to study the physically and mentally handicapped. The reports of those task forces were of value to both the Administration and the Congress in the formulation and administration of programs to aid the handicapped.

Much has been accomplished—many new and outstanding programs are underway and functioning. We cannot, however, be fully satisfied until every handicapped American is receiving the services for his particular needs.

The task forces on the physically and mentally handicapped accomplished a great deal. Studies were conducted on maternal and infant care, prevention, education of the handicapped and their families, employment, the handicapped elderly, research and training programs and the severely handicapped.

The recommendations of the task forces were extensive. Legislation and new programs evolved from those recommendations and I feel the task forces fostered greater awareness of needs of handicapped people.

It is now necessary to conduct an in-depth evaluation of areas not studied in the previous task forces. It is essential

that new programs are initiated and existing programs expanded and improved. The purpose of requesting a White House Conference on the Handicapped is to examine what areas need expansion and improvement.

The Conference members would be directed to make full use of recommendations made by past and existing advisory committees and task force panels on the handicapped in preparing background materials for delegates to the State and White House Conferences.

Present estimates of handicapped citizens in this country range from 28 million to over 50 million. The inability to compile a more accurate figure is reason enough for requesting a conference. If we do not know how many individuals are handicapped, what forms of disability they have and what kind of services they receive, how can we assume that handicapped people are receiving appropriate services?

It is an enormous task to properly assess the many, far-reaching effects of business and industry, churches and private voluntary organizations in education, employment, health care; in rehabilitation and research for the handicapped. I shall not today single out the achievements of the voluntary groups involved in aiding the handicapped. But let me say that without the sincerity, scope and success of their efforts—in employment and training, public information, fund-raising and support to research, and in upgrading health care and education personnel and facilities—the prospects for the handicapped would not have progressed to the point they are today.

There still remain many handicapped people who sincerely believe there are better ways we can demonstrate our concern and thereby better achieve for the person with handicaps the security, independence and dignity to which he is entitled.

I trust we would all agree that it is the person, not the program, that is of the greatest importance. By emphasizing the individual first, I believe we can begin to open new, more meaningful vistas for more persons with handicaps.

It is no doubt that to date we have

been involved in efforts which have been creditable.

We must now continue to progress towards our maximum potential.

With this in mind, I lend my support to my distinguished colleague from New Jersey, Senator Williams, in requesting the President to call a White House Conference on the handicapped.

In this Resolution, the President of the United States is directed to convene a White House Conference on the handicapped to develop recommendations for further research and action in areas relating to the handicapped. In order to utilize the experience and expertise of all persons involved in programming for the handicapped, the conference is directed to bring together representatives of Federal, state and local governments, professional and lay individuals, and the general public, including the handicapped and parents of handicapped children. Involving the handicapped and their families is a most wise provision. Who better knows the needs and problems of this group than the handicapped themselves?

There are major areas in which the conference is directed to consider strategies by which attitudes toward the handicapped can be changed. Study shall be directed to formulate an information system about handicapped individuals, the services they receive and the seriousness of their disability. Also to be considered is expanding the scope of services to the severely and multiply handicapped, including the aged, the disabled veteran and the disadvantaged.

Thorough examination will be given to many other areas with emphasis on research and prevention, early diagnosis, evaluation and treatment, education, employment and residential treatment.

I know of no more important subject matter than the handicapped, not solely because of my personal interest, but because of the thousands of American citizens suffering from a physical, mental or emotional handicap. It is the hope that a White House Conference on the handicapped will help initiate progress and expansion of programs for the handicapped.

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A Look At Where We Are And Where We Are Going

By RALPH L. HOAG, Ed. D.

August 8, 1973

Editor's note: Dr. Ralph L. Hoag, superintendent of the Rochester School for the Deaf, was the keynote speaker at the 49th Biennial Convention of the Empire State Association of the Deaf held in Rochester, N. Y., August 8-11, 1973. A resolution passed by the ESAD recommended that his presentation be published in full in **THE DEAF AMERICAN**.

It was a real pleasure to accept the invitation extended by your program chairman, Tracy Hurwitz. I have always had a very special feeling about the Empire State Association of the Deaf and the work it has done over the more than 100 years of its existence as an organization.

Some of you here may remember my parents. Much of Dad's life here in New York State with Mother's support was devoted to serving and work with and for deaf people in many different projects. He was the kind of person who brought his whole family into helping solve the problems that faced the deaf community at the time. He was a strong supporter of his local association. He attended every ESAD meeting that he could afford. If you recall, raising money to go to meetings in those days was not always very easy to do. He did much to maintain and strengthen the ties of both local and state associations to the National Association of the Deaf.

As a child, I remember very vividly having been asked to serve as interpreter at a number of banquets, lectures and special events of the Binghamton and Scranton Association activities. I have many wonderful memories of the good times we had as a family at these events.

Much of the time between 1940 and 1966, I've been away from the state doing many different things in other places. Coming back to New York State to Rochester in 1966 brought the realization that this area represents the heartland of the great State of New York in many ways. Rochester is now rapidly becoming a major center for education, research and training for the deaf. It is also becoming a center for the education of special professionals who will be working with the deaf in a variety of ways. The support of your local organizations, your personal involvement and your shared participation are needed to help make these programs better and more effective.

Before going on any further, let me do one of the things I was asked to do by your program chairman. I wish to extend to all of you on behalf of the board, students and staff of the Rochester School for the Deaf a warm welcome to our city. We are pleased you chose Rochester for your 49th Biennial Meeting.

I was also asked to say a few words about some of the things the deaf community is trying to achieve here in our county and to suggest how the ESAD and local associations might improve their programs of service to the deaf community. The best I can do with my lim-

ited exposure to your activities is to report on some impressions. If these impressions happen to be true, then the few observations that are offered might be useful to you. There are others here tonight who could do this task much better. Since I am the one who was asked to do it—here are my thoughts for whatever they are worth.

Let me begin by briefly mentioning some of the things that seem to be happening in this area today. These may help to serve as examples of what the needs are as they relate to these observations. In turn, you may find this helpful in some way in your deliberations here at the convention.

I've looked over your agenda for the next three days. It is packed. You are really planning to come to grips with many difficult problems. This indicates very clearly that you are a real concerned group.

In the old days, not too many years ago, it was the **hearing professional** who had most of what there was to say about **education, job training, job placement** and **other things** important to your lives. Major dependency on these people by the deaf community is rapidly coming to an end. We are seeing an emergence of leadership among the deaf themselves that is rapidly changing the way things are being done today.

More schools are finding that they need the deaf as teachers, counselors, psychologists and social workers in order to do a more effective educational job with these children. The deaf professional is also finding new opportunities for serving the deaf in rehabilitation services and local, state and Federal government agencies. Concerned deaf citizens are finding themselves being asked to serve on local, state and Federal level boards and special committees that are concerned about their special needs.

More needs to be done in this direction. Not enough of the deaf share in decisions that are made affecting their lives and destinies. If you wish an observation at this point—find the qualified, responsible leaders among you and encourage them to work in your behalf. After you have done this, then give them your full support. Many new doors are opening for you. Don't let any opportunity pass by without quick and responsible attention.

Let me cite a few examples. Here in Rochester, an opportunity is developing for a community-supported service agency for the deaf. The most interesting part of it is that the staff of this agency could very well be qualified deaf individuals

who, in turn, would be involved in many other community activities. However, there are strong signs that indecision and lack of total support by the deaf community may have delayed its becoming a reality. If this continues, the opportunity could be lost. Problems like this may exist in other communities.

On the horizon also has been the possibility that support could be available for building a home for deaf senior citizens in this area. Again, inter-association rivalry and lack of total community support by the deaf seem to be delaying progress.

On another subject, you are most fortunate to have the National Technical Institute for the Deaf located in our state. We are especially fortunate to have it in our city. Going back a few years before the NTID was established, there were a number of influential people in the country who thought of the project as a waste of the taxpayers' money. It has been an uphill fight for those most interested and involved to make it succeed. Forward thinking deaf people were closely associated with the project from the beginning. Without them, it could never have become a reality.

The hearing people on the committee to establish the NTID during 1965, in the beginning, weren't sure the deaf could be educated to a level high enough to meet the demands of a technical education. The deaf members of the committee and others who served as consultants convinced them otherwise. What seems incredible to me is that many deaf people began to fight the idea. Here was the chance to get on the bandwagon of one of the greatest projects that has ever been developed to open up educational and job opportunities for the deaf in the history of our country and, I dare say, the world.

Now that the NTID is well on its way and clearly demonstrating what can be done, there are now nearly 30 **other** post-high school programs of vocational training for the deaf in operation offering special help for the boys and girls enrolled. They are learning a broader variety of very skilled occupational trades than has ever been possible before. The development of special regional vocational schools for the deaf urged by some influential individuals could never have done as well in so short a time.

It is becoming very apparent that joining with and becoming a part of programs of vocational education for the hearing, as is being done in these programs throughout the country, have brought the deaf much respect and a host of new friends that will make their chances for an education even better than ever before.

The hearing people that our young people go to school with in these programs

very often will be the ones who will be future employers of deaf graduates who come through these schools later on. They obviously will be the ones who will be running the businesses of the future. The more they know from real life association, the better will be the chances for the deaf who will be leaving school looking for real opportunities in the future. Looking at the situation this way—it seems to me—makes sense for you, because through this, you become co-workers with respectability. Not the poor deaf guy who needs a job.

At RSD, we are beginning this kind of a program for younger students in our high school. A majority of our juniors and seniors go to a vocational training center for hearing high school students for half of their school day. They get supportive counseling services at the vocational education center while they are there, and they get their academic education and further reinforcing counseling services in their home school. This is a program that is working well. We think our students will be better prepared to

meet the challenges of a working world having had this kind of an experience.

As a final example illustrating the need for unity, let me give an impression about the New York State (temporary) Commission for the Deaf. This is something that your organization has been hoping for as long as I can remember. As a child in my home, I recall hearing much discussion about it. Now the Commission is a reality and now that it has had a start, it appears to be floundering. The fact that it still exists after six years as a temporary commission on a year-to-year basis is probably because you really haven't gotten behind the people involved and given them your full support. Debate of the issues and your differences of opinion in public make your position of support very weak. It is true that debate is needed. However, it would seem to me that debate should be conducted within your organization. You should eventually take a united stand on issues and then all of you give it 100 percent support. It would be much more effective whenever you have the oppor-

tunity to do so publicly—to speak as one strong loud voice—not as many small dissenting voices that strike out in all directions. It seems to me that it would be best to concentrate your efforts on the most important problems you have. Work hard and very responsibly on them until solutions are achieved. Success comes one small step at a time.

As witnesses, you and I are on the edge of many great improvements in education and training for the deaf. We are looking very hard at what we used to do and evaluating every aspect of our program. We are, at the same time, trying new ways to improve. Working with you in an attempt to better understand the problems you face will help us do a better educational job in this rapidly changing world in which we live. An effective working partnership is needed in order to achieve success in these ventures.

Thank you for the opportunity to be here with you tonight. Best wishes for a most successful convention.



GRAND LODGE OFFICERS, MOST WORSHIPFUL GRAND LODGE, ANCIENT DELTA GUILD F&AM OF NORTH AMERICA—Picture at left, left to right (seated): Herbert L. Goodwin, Gr. Jr. Warden; Earl C. Norton, Deputy Gr. Master; Elmer F. Long, Grand Master; William G. Doonan, Sr. Gr. Warden; Joseph C. Lacey, Jr. Gr. Treasurer; Ray F. Stallo, Gr. Secretary. Standing: left to right: Francis E. Strack, Gr. Historian; Jerry Crabb, Gr. Sr. Deacon; Earl A. Nelson, Gr. Jr. Deacon; Noble G. Powers, Gr. Marshal; J. Duncan Fea, P. G. M., Gr. Lecturer; John H. Rabb, Grand Chaplain; Gordon H. Rice, Gr. Sr. Steward; Leo L. Smith, Gr. Jr. Steward; J. Raymond Baker, Gr. Tyler. Picture at right: left to right: Rt. Wor. Herbert L. Goodwin, Gr. Jr. Warden, T. H. Gallaudet Lodge No. 5, Washington, D. C.; Rt. Wor. Earl C. Norton, Deputy Grand Master, Golden Gate Lodge No. 2, San Francisco, Calif.; Most. Wor. Elmer F. Long, Grand Master, Los Angeles Lodge No. 1, Los Angeles, Calif.; Rt. Wor. William G. Doonan, Gr. Senior Warden, Wichita Lodge No. 3, Wichita, Kans.



Grand Lodge Sessions Held By Deaf Masons

Wichita, Kansas, on May 30, 31, June 1 and 2, 1973, was the scene of the Triennial Communication of the Most Worshipful Grand Lodge, Ancient Delta Guild, Free and Accepted Masons of North America. Deputy Grand Master, Rt. Wor. Elmer F. Long, acting for the late M. W. Francis J. Roberts, Grand Master, presided in the Grand East. Among the most important accomplishments of the three-day sessions was the adoption of the recently-published constitution and bylaws of the Grand Lodge.

Registered at the luxurious Executive Inn were some sixty to seventy Lodge Representatives, Grand Lodge Members and their wives. Brothers of Wichita Lodge No. 3 hosted the event under the able leadership of Rt. Wor. William G. Doonan, a member of Wichita Lodge No.

3 and newly installed Grand Senior Warden.

The Most Worshipful Grand Lodge, Ancient Delta Guild, F&AM of North America, operates on a national scale without regard to state lines, and independently of state Grand Lodges of Masonry (hearing). Membership in subordinate Lodges is strictly limited to deaf men who are normally ineligible for membership in hearing Lodges of Masons because the physical machinery of such Lodges demands the use of hearing and speech.

Subordinate Lodges of Ancient Delta Guild, F&AM of North America, are empowered to confer the first three Degrees of Masonry. Sign language is the medium of communication.

Elective officers selected for the next three years:

Elmer F. Long, Grand Master, Manhattan Beach, California

Earl C. Norton, Deputy Grand Master, Pleasant Hill, California

William G. Doonan, Grand Senior Warden, Wichita, Kansas

Herbert L. Goodwin, Grand Junior Warden, Fairfax, Virginia

Joseph C. Lacey, Jr., Grand Treasurer, Sacramento, California

Ray F. Stallo, Grand Secretary, Colton, California

BEEN TO THE PACIFIC NORTHWEST?

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If you haven't look forward to the 43rd Biennial Convention of the NAD, Seattle, Washington, June 30-July 6, 1974.



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interprenews

Contributed Monthly by the Registry of Interpreters for the Deaf
P.O. Box 1339, Washington, D.C. 20013

RID EXECUTIVE BOARD

Carl J. Kirchner, President
Celia Warshawsky, Vice President
Lucile Olson, Secretary-Treasurer

RID Headquarters Relocates

For some time the RID Board has been looking for ways to stretch funds so that we could continue to operate a national office.

We have found it necessary to relocate the office to Gallaudet College. Our new mailing address is Registry of Interpreters for the Deaf, P.O. Box 1339, Washington, D.C. 20013. Phone (202) 447-0511 (voice), 447-0475 (TTY).

Certificates Being Prepared

Certified interpreters have been patiently waiting for their wall-size certificates. They have been printed (courtesy of the West Virginia School for the Deaf); however, it may be some time before they are ready for mailing.

They have been sent to the Certification Board chairman for signature. Next, lettering (interpreter's name and expiration date) has to be done. Then the certificates have to be packaged for mailing. We understand interpreters' anxiousness to receive the certificates and regret the slowness inherent in a one-employee office.

* * *

This month's **interprenews** features the Louisiana RID.

The Louisiana RID Chapter was organized on November 15, 1969, at Delgado College of New Orleans under the banner of LID (Louisiana Interpreters for the Deaf). On October 28, 1972, the chapter voted to change the name to LRID.

Currently, there are 33 members in good standing. Present officers: Rev. H. Larry Barnett, president; Rev. Marshall R. Larriviere, president-elect; Rev. Gerard J. Howell, first vice president; Mrs. Ann Guidry, second vice president (and permanent evaluation chairwoman); Miss Susan Childress, secretary; Mrs. Sue Chadbourne, treasurer; Max M. Ray, member-at-large; David W. Myers, member-at-large; Anthony P. Mowad, LAD representative.

The state chapter has already spawned one city chapter: Baton Rouge Registry of Interpreters for the Deaf with Great Enthusiasm (BRIDGE), and that chapter has adopted as its motto: "Bridging the Communication Gap." New Orleans interpreters are considering preparations for a city chapter.

LRID has been actively concerned in

John Shipman, Board Member
Ralph Neesam, Board Member

Miss Jane Beale, Editor

CONSULTANT

Edna P. Adler,
Rehabilitation Services Administration

the educational process of the state school for the deaf and deaf people's civil rights legislation. Legislation in 1968 was passed to provide an interpreter for deaf people in civil cases, state testing and licensing. As a courtesy, LRID provides every deaf person in the state with a deaf person's identification card and their "Bill of Rights" printed on the reverse side.

Louisiana Code Of Civil Procedure

Act No. 319 — 1968 Legislation

Section 1 — Article 1421.1

Act No. 320 — 1968 Legislation

Section 1 — Article 272.1

In case of accidents, deaf and severely hard of hearing persons are to be communicated to through an interpreter.

In civil cases and taking a deposition, an interpreter must be appointed by court.

The interpreter is to interpret in a language that the deaf person understands and reverse interpret to the English language to the best of his skill and judgment.

In court, the interpreter is to take an oath and stand within ten feet of the deaf person.

Act No. 515 — 1968 Legislation

Section 1

An interpreter is to be furnished for the taking of any state tests or licensing.

In the past 3½ years LRID has sponsored six statewide workshops on: Platform, Medical, Legal and "Black" signs. The first vice president worked through the New Orleans Catholic Church Archdiocese in sponsoring a "Total Communication Workshop" with Terrence O'Rourke and Dr. David Denton. The president worked through the First Baptist Church of Baton Rouge on a similar workshop.

The most recent workshop was a mock trial in a Civil District Court of New Orleans. Judge Melvin Duran presided with Rev. Howell serving as LRID coordinator. Attorneys Emil Druil and Gerald Weber worked diligently with the judge in giving instruction on legal procedures to the deaf community as well as interested interpreters.

There have been two local RID evaluation workshops in Louisiana with a total

of 15 members evaluated. LRID provided an evaluation team for the Workshop of Southern Baptist Interpreters for the Deaf. Over 200 attended this workshop in New Orleans, representing interpreters from California to New York, from Ohio to Florida.

The evaluation team was supplemented by two RID certified interpreters from an evaluation team in Texas. To them, LRID extends a sincere thank you. Applicants from Arkansas, Colorado, Florida, Georgia, New Mexico and Oklahoma were evaluated.

This workshop (WSSBI) provided much needed information. Perhaps one of the oldest interpreting settings, interpreting in religious settings, has suffered in quality advancement. The rightful advancement of the cause of "separation of church and state" has bent over backwards in this stand. However, LRID and perhaps many other state chapters have avoided "religious interpreting workshops" to the point of mutual isolation. The contribution made by both groups is too valuable to overlook. Perhaps the deaf communities can bridge the gap, and thus still uphold the "separation."

The WSSBI had three 90-minute sessions on each of the following subjects: Reverse Interpreting, Beginning Interpreters, New Religious Signs, Interpreting in Religious Observances, Music Interpretation and College Level Interpreting.

WDSU, Channel 6, of New Orleans has joined the growing list of TV stations across the country providing interpreted news for the deaf. Mrs. Janie Powell, staff interpreter at Delgado Junior College and a representative of LRID, interprets the news at 7:25 a.m. Monday through Friday.

Look ahead to . . .

**The 43rd Biennial Convention
of the
National Association of the Deaf**

Seattle, Washington

JUNE 30 - JULY 6, 1974!

**Watch for details in coming issues
of THE DEAF AMERICAN.**

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

A Parable of TRIPOD continues . . .

CHAPTER XI—LENDING A HAND

The Spirit of TRIPOD is calling to many hearts across the nation. Parents who have felt alone and lost in coping with their child's deafness, deaf people who have felt isolated and unable to shatter the silence surrounding them and professionals who have worked alone in their efforts to improve programs for deaf citizens are now all working together to slay the dragon of misunderstanding which has kept deaf people separated from the hearing world.

TRIPODERS need each other. They enjoy a special sense of comaradie and warmth which can produce an epidemic of TRIPODING across the country. A TRIPODER is an action person who is an advocate for deaf people . . . a deaf or hearing person dedicated to improving educational, vocational and social opportunities for deaf citizens . . . a special type person, endowed with a rare sensitivity and spirit . . . which enables them to do the impossible with a little help from their friends.

One day as I sat dreaming about a nation of TRIPODERS, and envisioning the day when the invisible barrier of deafness would melt away . . . the TEN COMMANDMENTS OF TRIPOD and the BEATITUDES OF TRIPODERS appeared in my mind . . . and so I share them now with you.

THE TEN COMMANDMENTS OF TRIPOD

1. TRIPODERS SHALL LOVE ONE ANOTHER, for all who work to better the lives of deaf citizens are truly brothers and sisters.

2. TRIPODERS SHALL COOPERATE, for they know they cannot reach their goal unless they work together—deaf adult, parents and professional.

3. TRIPODERS SHALL NOT SEEK PRAISE AND RECOGNITION for their endeavors, but shall keep their eyes upon the goal of equal opportunity for all deaf citizens.

4. TRIPODERS SHALL WORK TO BRING ABOUT AN UNDERSTANDING OF DEAFNESS, for deaf people are truly the most misunderstood of all God's children.

5. TRIPODERS SHALL BE ADVOCATES OF DEAF CITIZENS and shall work to improve educational, vocational and social opportunities for all deaf persons at the local, state and national levels.

6. TRIPODERS SHALL NOT TURN AWAY FROM HEARING PEOPLE who extend a hand in friendship . . . for God may have chosen such as these to be channels of blessing to the deaf community.

7. TRIPODERS SHALL NEVER WASTE TIME ARGUING ABOUT ORALISM AND

MANUALISM, for a pat on the shoulder is a soft sign which melts away anger.

8. TRIPODERS SHALL BE ACTION PEOPLE who always welcome newcomers into the TRIPOD family.

9. TRIPODERS SHALL NOT HIDE THEIR GOOD WORKS, but shall share their victories with other TRIPODERS across the nation.

10. TRIPODERS SHALL ENJOY EACH OTHER'S COMPANY, SHALL MAKE TRIPODING A FUN ACTIVITY AND SHALL BELIEVE THEY WERE SPECIALLY CHOSEN TO DO GOD'S WORK IN THE DEAF COMMUNITY HERE ON EARTH.

THE BEATITUDES OF TRIPODERS

Blessed are families who have been given a deaf boy or girl, for God has chosen to bless such homes with one of His very special children.

Blessed are deaf boys and girls whose parents are eager to communicate using hands, face, voice, body and love, for God has blessed the heart of such parents with understanding of their deaf child.

Blessed are professionals who share their friendship with deaf men and women, boys and girls, for God has given them a rewarding opportunity to help His special children.

Blessed are employers who hire deaf workers, for God shall profit their business endeavors and shall cause His approval to shine upon them.

Blessed are public servants who work to assure that deaf persons can enjoy equal rights of citizenship, for God shall cause goodwill to light their path.

Blessed are teachers of the deaf, for God has given them a candle of love to light the lamp of knowledge in the minds of their deaf students.

Blessed are deaf citizens who seek to share their silent world with hearing people, for God has not meant His children to be separated by deafness.

Blessed are hearing people who learn to communicate with deaf citizens, for when they learn to speak through their hands, God will cause love to fill their hearts.

Having delivered these TEN COMMAND-

State Association Officers 1973-1975

Florida: Mrs. Cecilia McNeilly, president; Darwin Holmes, vice president; Eddie Gobble, secretary; Clyde James, treasurer; Rita Slater, Robert McClintock, Rozele McCall, trustees. Mrs. McNeilly was chosen Representative to the NAD Convention in Seattle in 1974, with Robert Stanley the second Representative or alternate. Miami Beach was chosen for the 1975 convention with the Playboy Club as headquarters.

Kansas: Billy Nedrow, president; Kenneth Milner, vice president; Kenneth Culver, president-elect; Maude Nedrow, secretary; Doris Heil, treasurer; Jerry Crabb and Larry McGlynn, board members. The 1975 convention will be at Salina, August 8-10, 1975, with the Hilton Inn as headquarters and Doris Heil in charge of the program.

Minnesota: Lloyd V. Moe, president; Howard A. Johnson, first vice president; James D. Jones, second vice president; Ms. Marilyn Grenell, secretary; John Mathews, treasurer; Charles Vaudnais and Mrs. Myrtle N. Allen, four-year directors; George Hanson and Francis Crowe, hold-over directors.

MENTS and BEATITUDES, a spirit of prophecy speaks to me and says: "AS-SURE TRIPODERS THAT THEY WILL FIND SUCCESS IN THE MONTHS AND YEARS TO COME. ADVISE THEM THAT THE PARABLE OF TRIPOD, THE TEN COMMANDMENTS OF TRIPOD AND THE BEATITUDES OF TRIPODERS HAVE BEEN GIVEN TO PEOPLE WITH UNDERSTANDING HEARTS. TELL THEM TO GO NOW AND SHARE THE JOY OF SPIRIT AND THE WARMTH OF HEART AVAILABLE TO THOSE WHO ARE WILLING TO BEAR ONE ANOTHER'S BURDENS."

. . . and I wait now in anticipation, knowing that the message of TRIPOD, TRIPODERS and TRIPODING is abroad in the land.

* * *

If you would like to be a TRIPODER and did not get to attend a TRIPOD meeting, please send me your name and address so I can share it with first and second generation TRIPODERS in your state. Write to: Mary Jane Rhodes, 6025 Springhill Drive, Apt. 203, Greenbelt, Maryland 20770.

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LAWRENCE NEWMAN

termination of federal grant programs

The following statements appeared on an announcement sheet mailed out by the International Association of Parents of the Deaf (also known as CAID-Parent Section):

YESTERDAY

Our children could look forward to services from the Education of the Handicapped Act, Council of Organizations Serving the Deaf, Registry of Interpreters for the Deaf, National Leadership Training Program, NAD Communicative Skills Program, National Census of the Deaf, Professional Rehabilitation Workers with the Adult Deaf and such mental health programs as provided by the Langley Porter Neuropsychiatric Institute in California and Rockland Hospital in New York.

TODAY

These programs are being terminated. (Education of the Handicapped Act is yet to be voted on.) Parents of handicapped children number 30-40 million, yet services for the handicapped are a rock bottom priority in this country.

NOW

It is imperative that we use our national voice and focus public and congressional attention on the needs of our children. In one swift stroke all that has taken years to provide deaf persons with services has been withdrawn. We have the numbers and force of hearing and deaf persons within IAPD to dare to move the bureaucracy.

ONE WAY is a well-organized network of key people who will trigger newspaper coverage, telephoning, telegrams and letter-writing to the right people at the right time.

The IAPD under its executive secretary, dynamic and hard-working Lee Katz, has been mailing out registration cards asking people to be key persons in their states. We (I am proud to say I became president of the IAPD last June) have formed a Legislative Committee and our goal is to play a powerful and meaningful role as a national voice on behalf of deaf persons everywhere. (By the way, it costs only \$3 to become an associate member, \$5 single parent membership, \$7.50 husband/wife membership. Send your checks to IAPD, 814 Thayer Ave., Silver Spring, Maryland 20910.)

I am sure that by now we realize that termination of grants cannot only be swift and ruthless but also is not stopped by any geographical considerations. Eventually it could reach the jugular veins of many cherished institutes, programs and services for the deaf. All of a sudden we are waking up to the realization that nothing is permanent and that when there is termination of grants on a broad scale we can be one of the victims. We will have to learn to set aside many of our disagreements and, as taxpaying citizens, become more actively involved in the government process for the common good of our deaf people.

Concerned about the termination of the National Leadership Training Program in the Area of the Deaf, I decided to write to my own Congressman. The following correspondence might be of interest to readers of this column:

Congress of the United States
House of Representatives
Washington, D.C. 20515

July 17, 1973

Lawrence Newman
5445 Via San Jacinto
Riverside, California 92506

Dear Mr. Newman:

I received and read with concern your recent letter expressing your dissatisfaction over the termination of funds for the National Leadership Training Program in the Area of the Deaf at California State University in Northridge.

Earlier I had received another inquiry similar to yours, and

I had contacted the Rehabilitation Services Administration of the Department of Health, Education, and Welfare to obtain an authoritative reply. Enclosed you will find a copy of it. If you require additional information, do not hesitate to contact me.

Sincerely,
/s/ Victor V. Veysey
Member of Congress

* * *

Honorable Victor Veysey
House of Representatives
Washington, D. C. 20515

Dear Mr. Veysey:

Thank you for your telephone inquiry of June 25 concerning the phase out of the National Leadership Training Program—Area of the Deaf which is being conducted at California State University, Northridge. This program has been supported by a training grant from the Rehabilitation Services Administration of the Social and Rehabilitation Service under authority of the Vocational Rehabilitation Act.

Your inquiry was prompted by a letter from Richard G. Brill, Superintendent, California School for the Deaf, Riverside. You may be interested to know that we received a copy of that letter addressed to Secretary Weinberger.

Training grant programs administered by the Social and Rehabilitation Service are being phased out in Fiscal Year 1973 and Fiscal Year 1974 as a part of a general policy to curtail specialized manpower training programs. No new awards for long term training projects will be made. Traineeships will be awarded only to those students who are presently receiving assistance and are dependent upon trainee support to complete their study program.

Support of categorical direct training grant programs is being discontinued in favor of broad programs of support for higher education. Primary reliance for future manpower development will be placed on general student aid programs administered by the Office of Education. Federally-funded programs of general student aid are now available to assure that students are not deprived of higher education for lack of funds. These programs provide scholarship assistance for needy students at the undergraduate level and guaranteed loans for both undergraduate and graduate students.

In view of the availability of these more general forms of assistance, specialized programs such as SRS training programs are duplicative. A student who wishes to pursue an education to enable him to serve deaf persons can receive the assistance he needs from the general programs, thus rendering the specialized program unnecessary.

The decision to phase out the manpower training grant programs is an administrative one. It is not limited to programs administered by the Social and Rehabilitation Service but applies also to other manpower training programs in the Department of Health, Education, and Welfare.

In accord with the phase out policy, a grant will be made, at a reduced level, for support of the National Leadership Training Program through August 31, 1974. This final year should enable the University to plan an orderly transition period and allow time for the exploration of other possible funding sources. We were pleased to respond to your inquiry and welcome any further questions you may have concerning our program.

Sincerely yours,
/s/ William M. Usdane
Assistant Commissioner for
Program Development
Rehabilitation Services Administration

* * *

5445 Via San Jacinto
Riverside, Calif. 92506
July 24, 1973

Honorable Victor Veysey
House of Representatives
Washington, D.C. 20515
Dear Honorable Veysey:

In a time like this it is good to see some proof that the democratic process is still working. I appreciate the time and effort

you took to attend to my concern in regard to the phasing out of the National Leadership Training Program in the Area of the Deaf.

I want you to be aware that when support of categorical direct training grant programs is being discontinued in favor of broad programs of support for higher education it is tantamount to the death knell of such categorical programs.

When persons are promoted to the top echelons of government positions we taxpayers expect them to do their homework, to conduct an in-depth study of the programs under their stewardship and to make factual reports of specific programs in specific areas. Instead, what has happened has been blanket decisions and sweeping cancellations under the rationalization that there are other forms of assistance and the current programs are but duplicative.

Take the Leadership Training Program in the Area of the Deaf. This is not a program that can be given in any university in any area of the nation. The nature of deafness is such that it is more of an educational than a physical handicap. With the cutoff of auditory input the deaf people must rely on a variety of approaches that are basically visual. It takes years to develop effective structural characteristics and a staff sophisticated enough to successfully implement leadership training in the area of the deaf. The grant program has for more than a decade made possible the attendance of persons from all over our nation at California State University, Northridge. These students have not merely been young, needy but persons with families and well established in their careers who left their positions in order to be of greater assistance to deaf people. Because of the specialized and unique nature of deafness these people had to make sacrifices and travel great distances in order to be at a place where there are the staff and the facilities for such training.

Once there is no guarantee of a funding program such a Leadership Training Program collapses. Then where does a student, even if he receives assistance from the Office of Education, go? The crucial point I wish to bring up is that assistant commissioner Ustdane's points would apply to a hearing student in public education. Such a student could apply for assistance and attend a university in his locality because the training and the resources are vastly different from that required for those involved in the education and leadership training of the deaf. The statement that a grant will be made to continue the program through August 31, 1974, in order for the University to explore other possible funding sources is a hollow one although the one year's reprieve is welcome. You will understand the difficulty of securing other sources of funding because the participants do not come from a single state but from all over the nation which makes it necessary that the funding come from the Federal level.

Honorable Veysey, I am sure you are aware that the temper of the times is such that the American people are going to become active participants in the government process and not sit back blindly accepting decisions made based on sweeping generalizations and an ignorance of the human elements involved.

I hope you will be able to pursue this matter further with assistant commissioner William M. Ustdane and others so involved in the Department of Health, Education and Welfare. As president of the International Association of Parents of the Deaf, I intend to pursue this matter to the greatest extent possible. I intend to bring this matter up with my Legislative Committee and to alert the Home Office in Washington, D.C., which has a mailing list of 10,000. I also intend to inform local, state and national associations of the deaf about what has happened and to urge them to get in touch with their members and with their Congressmen.

Sincerely,
/s/ Lawrence Newman

* * *

If you are concerned why not send in your membership check to Lee Katz with any questions you might have? She has a list of Congressmen in your area. Through our newsletter, "The Endeavor," you will be kept informed of legis-

lative matters and of what our Legislative Committee is doing.

Continuous vigilance is the price we must pay to preserve what we have. Active involvement is the step we must take to restore what we have lost.

* * *

In recent weeks we have received many calls and letters regarding erroneous information received either from Congressmen or directly from a spokesman in RSA indicating that the NLTP Program has not been terminated. Here are the facts:

FIRST: The letter which the Department of HEW spokesmen have sent to Congressmen contains this statement: "You will be pleased to learn that the NLTP has not been terminated, but will be supported under RSA at a somewhat reduced level through August 31, 1974."

This statement implies that the program will operate for 1973-74. This is not correct. Here are the facts:

RSA has awarded NLTP \$34,568 for the period September 1, 1973, through August 31, 1974. This is approximately 20% of the \$150,998 awarded for the 1972-73 program. This amount was given in accord with the phaseout policy to enable the educational institution to plan orderly transition period and allow time for the exploration of other possible funding sources.

CSUN is not prepared to make up the 80% cut for a program that is national in scope and which draws the majority of its students from states other than California.

CSUN has explored with both public and private agencies the possibility of financial assistance, but without success. Deafness is not a "visible" handicap and does not attract public support.

SECOND: The letter further states. "Support of categorical direct training grant programs is being discontinued in favor of broad programs of support for higher education. These programs provide scholarship assistance for needy students at the undergraduate level and guaranteed loans for both undergraduates and graduate students."

The impression is given that students accepted into the NLTP could obtain financial support through existing "student assistance programs." This is not true. Here are the facts:

CSUN's University Financial Aids Officer and the Student Loan Officer for the California division of Bank of America confirm the following:

There are no scholarship assistance programs available to graduate students. The Bank of America will make guaranteed loans in an amount not to exceed \$1500 per year to graduate students who have been **residents of California** for at least one year. Out of state students could possibly obtain guaranteed loans from their local bank, but again the \$1500 maximum would appear to apply.

With out-of-state tuition at \$650 per semester at CSUN and with summer school tuition of approximately \$400 the \$1500 student loan would be completely inadequate to meet the costs of travel to California and living expenses for a student and his family for the eight-month period.

The impression that NLTP students can obtain adequate financial assistance through guaranteed loans is strictly a mirage.

THIRD: In reviewing the current Department of HEW Budget document note that approximately \$17 million dollars was allocated for "orderly phaseout of SRS Training Programs." Questions which you (and your Congressmen) may want to ask of Secretary Weinberger and Corbett Reedy, Acting Commissioner of RSA, would include:

1. Why hasn't this money been used as intended for an "orderly phaseout of SRS Training Programs"? It is obvious that the abrupt termination of such Training grants as COSD, RID, NAD Communicative Skills Program, the Langley Porter Project under Drs. Schlessinger and Meadow and the NLTP do not represent an "orderly phaseout."

2. Why can't this 17 million be utilized to maintain (at least for the coming year) high priority SRS programs serving the national interest and benefitting our most severely handicapped citizens?

3. Why has the administration of HEW, SRS, RSA failed

to give honest answers to inquiries as to why the National Leadership Training Program (and other programs on deafness) are being abruptly terminated?

If you have not been satisfied with the replies from your Congressmen and the administration we would urge you to write again citing the above three points and requesting honest answers.

If NLTP funding can be restored within the next 60 days there is a good chance that the program can be operated beginning in January 1974. If there is no assurance of funding by October 1, NLTP faculty will have other commitments for spring semester and—of course—those selected as participants will not have sufficient time to make necessary arrangements to leave their jobs and move their families to Northridge.

Send carbon copies of your letter to:

The Honorable Casper Weinberger
Secretary, Health, Education and Welfare
330 Independence Avenue
Washington, D. C. 20201

The Honorable Alan Cranston
452 Old Senate Office Building
Washington, D. C. 20510

The Honorable John Tunney
1415 New Senate Office Building
Washington, D. C. 20510

Telephone the local office of your Congressman and voice your personal concerns.

* * *

August 6, 1973

Mr. Lawrence Newman
5445 Via San Jacinto
Riverside, California 92506

Dear Mr. Newman:

With further reference to the funding of the National Leadership Program in the area of the deaf, I will forward your recent letter to Assistant Commissioner Usdane, so that he may benefit from your comments.

I do not doubt the merits of your program, but I also believe that many of the decisions on merit should be made by those in a position to observe results, rather than in Washington. The philosophy of the present administration is to not fund through categorical grants but rather in broader block grants permitting decisions as to programs to those at local levels.

Do you not feel that the merits of your program could be made evident to University authorities? The year of continued funding would provide an opportunity for that. You might be surprised at the result.

Sincerely yours,
s/ Victor V. Veysey
Member of Congress

Accommodations for 750 Students . . .

NTID Building Complex Nearing Completion

Enrollment opportunities for deaf high school graduates will increase at the National Technical Institute for the Deaf in 1974.

NTID's new 24 million dollar building complex on the Rochester Institute of Technology campus is now 85 percent complete, and occupation of the new facilities is set for early 1974.

The facilities, consisting of an academic building, residence complex and dining hall, will enable NTID eventually to accommodate up to 750 students. Present enrollment is over 400.

Through constant evaluation of the needs and opportunities in the fields of business, industry and the professions, NTID continues to offer the most up-to-date training in career fields with good job potential.

Technical education is an area often clouded with misunderstanding. Is tech ed. simply a newer term for "trade" education, or is it a viable education form, meaningful to today's technological society?

Dr. Jack Clarcq, assistant dean of Technical Education at NTID, believes training in the technologies gives people the ability to perform in many different roles.

"Our major goal in technical education at NTID is to prepare people to fulfill multiple functions in today's technological society. We try to point out the many options open to students and provide varied educational choices, preparing them to function in many different jobs," Dr. Clarcq said.

The medical professions are demanding more and more trained technicians. The Medical Record Technician program and

the Medical Laboratory Technician program are just two areas where job demand and placement potential are high.

As the needs of the business world expand, new office methods and machinery make it imperative that a business career program offer the most modern training by experts in the business world. NTID continually strives to offer such a program.

Skilled technicians in the fields of printing and photography are in demand, as well as trained personnel in applied art areas to work as graphic designers, layout and mechanical artists, illustrators and audiovisual media technicians.

Qualified persons in engineering technologies are needed as architectural and industrial draftsmen, electronics troubleshooters and electromechanical experts. Also in demand are machine tool operators who know the principles of toolmaking used in industry today.

NTID is also one of the few technical facilities in the country today to have a program in the up-and-coming field of numerical control programming, which enables students to operate automated numerically controlled machine tools.

Students who qualify and wish to advance even more can enter any of the 40 degree programs in the Colleges of Business, Graphic Arts and Photography, Science, General Studies, Fine and Applied Arts, the School of Applied Science and the College of Continuing Education, at Rochester Institute of Technology, the hearing college campus where NTID is located.

Deaf students are offered the option of many support services such as inter-

preting, notetaking, speech and hearing training and personal and social counseling.

In addition to their studies, NTID students are encouraged to become involved in a number of activities to complement their social and academic development. Special housing situations, Student Congress, NTID Drama Club, volunteer programs, religious activities and athletics are just a few of the areas available to them.

Deaf students in their junior and senior years of high school should begin considering their applications to NTID as soon as possible.

There are no entrance examinations required for admission to NTID, but there are a number of records and forms needed for the consideration of the student's application.

The final decision of admission to NTID is based on audiological information; achievement tests; high school records; references from principals, vocational rehabilitation counselors and teachers; and proof that the applicant is a U.S. citizen or a permanent resident.

Students who are currently enrolled in other postsecondary programs and wish to transfer to NTID will also be considered.

NTID encourages deaf students to explore the options available through the Institute.

For further information write now to: Admissions Coordinator, National Technical Institute for the Deaf, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, New York 14623.

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**NATIONAL ASSOCIATION OF THE DEAF
814 Thayer Ave.
Silver Spring, MD 20910**

Please rush me complete details concerning the Ameslan training program.

NAME _____

REPRESENTING _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____



By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

Humor AMONG THE DEAF

Vernon Birck, Hemet, Calif., reminisces:
My bride and I planned on a trip to a certain place by train. I verbally ordered two tickets and the station master posed a question. All this clear and intelligible.

I turned around and in signs asked my wife, "One way or round trip?" I turned to the agent and spoke.

Suddenly the agent looked puzzled and incomprehensible. Seeing us signing he suddenly lost ability to understand my speaking apparently. He shoved me a pad and pencil, and I had to scribble my reply to his query.

* * *

Sometimes I don't see jokes in some labeled as such. Perhaps some of you will appreciate this one found in Paul S. McElroy's "The Little Book of Gentle Humor" I received from my dear daughter-in-law Pam for Father's Day. The book is full of side ticklers, but only this one refers to the deaf:

A visiting minister to the church in Kilmacolm, Scotland, was asked to make the sermon as brief as possible in keeping with propriety because of a special celebration that was to follow the service. The request was unknown to the deaf senior elder who came to the study afterward and with his hand cupped over his ear, said, "Ya' didn' hae much to say, but I heard you, every word."

* * *

Through the efforts of Georgia Beach, granddaughter of Mrs. Lily Hogle, St. Augustine, Fla., I am in possession of a Xerox copy of an article printed in Washington (D.C.) Post. The title of the article is "French's Statues" by Paul Richards. Dated June 4, 1971, it refers to Daniel Chester French, sculptor, and dwells largely on Lincoln statue, housed in Lincoln Memorial in Washington, and Gallaudet statue on Gallaudet campus. The paragraph in question in the article: "... It is not widely known, but Lincoln's hands form the letters 'A' and 'L' in the finger alphabet of the deaf. Presumably meaning the initials of Abraham Lincoln."

Naturally I looked up my New Funk & Wagnalls Encyclopedia. I studied the Lincoln statue picture there, and find I have to stretch my imagination considerably to see "A" and "L" in the hands. If at that, the letters are reversed to the viewer's point of view. Someone of you in Washington, take a look at the statue and comment.

But there were items of interest in the article:

"The site that French had picked for

SEPTEMBER, 1973

the Gallaudet statue was occupied by an enormous apple tree. French said the tree would have to go. The college president's children, who played among its branches, vigorously disagreed.

"The impasse was resolved by two acts of God. A sudden storm arose and blew away the tree's main branch. When the children still insisted that the damaged tree remain, another storm arose and finished the job."

* * *

DETECTING BY EAR

European police are experimenting with a surprising new technique of criminal identification—ear prints. They base this on the contention that ears are even more distinctive than the patterns that make up fingerprints.

Michael Fooner, U. S. criminologist, in his current book, "Interpol," quotes one European expert: "The ear is the most distinguishing of human features. With its many cavities and undulations, there is such a wide variety of possible structures that it is almost impossible to find two persons whose ears are identical in all their parts. Moreover, the shape of the ear does not alter from birth to death."

Of course, criminals are not going to leave ear prints strewn around as they might fingerprints, though there is a Swiss case on record in which a burglar was identified through an ear print he left on a door frame while leaning hard against it in forcing the door. More likely, suspects in criminal cases would be routinely ear-printed in police stations, and a central bank of such prints would be built up for identification use in future cases.—The Parade

* * *

Taken from "Personal Glimpses" in Reader's Digest:

When opera star Beverly Sills' first child, Muffy Greenough, was nearly two years old, it became certain that the youngster was almost totally deaf. Ironically, Muffy would never hear the sound of her mother's singing. At almost the same time, Beverly gave birth to a mentally retarded son.

The star took a full year off from performing in order to work with her daughter in a school for the deaf, and to try to come to terms with her dual tragedy, "The first question you ask," she says, "is a self-pitying 'Why me?' Then it changes to a much bigger 'Why them?' It makes a complete difference in your attitude."—Time

* * *

During this gas shortage crisis, Mrs. Dagmar (Evelyn) Moore drove into a filling station and ordered, "Fill 'er up." Attendant pointed to a sign that said, "10 gal. to a customer." Evelyn protested that normal people could save on gas by using the phone more, whereas the deaf, deprived of its use, have to use the car more for a thousand errands. The attendant looked around, nodded and gave Evelyn a tankful.

* * *

Two old codgers were rocking on the front porch, ear trumpets at their sides. One was tying flies and the other was cleaning a fishing reel. After an hour went by, the one cleaning the reel cupped his hand to his mouth and hollered, "Hey, Jeb, do you want to go fishing?"

"Can't," the other hollered back, "I'm going fishing."—Skiles & Henderson in Parade's "My Favorite Jokes"

* * *

This page is starved for an anecdote from you.

* * *

The rest to follow is from the collection of Harry Belsky, Jackson Heights, N.Y.

The main proposition which I shall attempt to establish in the present paper is that a too abundant and too constant use of signs to the neglect of dactylography and written language is the grand practical error of the American Institution for the Deaf and Dumb.—Luzerne Rae in 1852, California News 1895

* * *

HORSE SENSE

Jim Johnson—"Am yo'r horse afraid of automobiles?"

Joe Jackson—"Yais."

Jim Johnson—"Ah thought he was blind and deaf!"

Joe Jackson—"He am, but he can smell."—California News (1905)

* * *

"Tommy," said Mr. Figg sternly, "I hung a motto in your room to the effect that little boys should be seen and not heard."

"Yes, Papa."

"I find that it has disappeared."

"Yes, Papa."

"What did you do with it?"

"I took it to the Deaf and Dumb Institution."—California News (1904)

* * *

Samuel Rogers had a reputation for quite venomous wit. Knight was a great talker and a bad listener. When Rogers was told that Knight was going deaf, he remarked, "It is from lack of practice."—2500 Anecdotes for All Occasions

* * *

Deaf mutes converse with signs because actions speak louder than words.—DMJ (1884)

* * *

It is thought deaf mutes would make good barbers because they can't talk. We should like oral schools to bear this in mind and not deprive the deaf of a living.—DMJ (1903)

* * *

The despised and rejected often found

in this great hearted man (Brahms) a ready ally. Widmann tells how, one night under the arcades of Bologna, Brahms enthusiastically admired a deaf sidewalk artist who had drawn in the flags a portrait of Cavour.

"A plate stood nearby into which one could throw the soldo which one might feel like offering to such art of the highways. But there was a surprise when the coin, ringing on the hard stone, showed that the plate was not a real one but a well and truly drawn imitation. Brahms could not find words enough to praise the fine idea of the deaf artist. And his offering showed how deeply he was moved by learning that in this gifted race, even the street beggar knew how to cover his nakedness with a cover of the hem of Art's sumptuous robe."—E. Fuller, 2500 Anecdotes For All Occasions

* * *

French journalists are not now allowed to say anything about anarchists which may displease authorities and are put to strange shifts. Henri Poechefort lately expressed his ideas on the subject in the deaf language. His leading article consisted of a column of miniature hands with the fingers arranged to represent the letters with his name printed at the bottom.—DMJ (1894)

* * *

HE EXPLAINED IT

Judge (to counsel): You say the prisoner was born deaf and dumb, and at the age of 12 he lost the power of speech. Will you explain to the court the meaning of so strange a statement?

Counsel: May it please your honor, my client was born deaf and dumb and when 12 years old he was playing in a saw mill when a rip saw cut off eight

of his fingers.—DMJ (1890)

* * *

WHY HE COULDN'T HEAR

A certain Philadelphia banker, who is afflicted with ear trouble, tells a good story on himself as follows:

I have been worried about my hearing for some time and finally the fear of getting deaf became an obsession to me and I decided to go over to New York to consult a specialist. I got over there and went to see the doctor and he looked so grave I was more scared than ever, and I was feeling pretty blue as I walked down Fifth Avenue, with a friend. Suddenly I saw two special trolleys coming down across the street filled with children waving flags and apparently having an awful good time, but I couldn't hear a sound. In an instant without stopping to realize that I could hear all the other noises of traffic and my friend's voice, I turned around and seized him by the arm and shouted, "Joe, I am deaf. I can't hear those children at all." "Neither can I," said my friend with a roar of laughter. "They're mutes." — California News (1913)

* * *

I have a clerical acquaintance, a man of much ability but very deaf, who tells his story of himself. He was the principal speaker on some public occasion, and had spoken, we may well believe, a wise and inspiring word. As he sat down, the president of the meeting made a brief address, following which the whole audience arose. The minister hearing nothing, but supposing that to stand up was the thing in order, arose with the rest. There was manifest amusement in the audience, which he could well appreciate when it was told him that the rising

was a vote of thanks to himself.—A. W. Jackson (1901)

* * *

WHITE AND DEAF

Mr. Harrison Weir, president of the National Cat Club, England, says in his book, "Our Cats," that a white cat of the long or short hair is likely to be deaf. Mr. Weir, at a cat show, purchased a white cat, a beauty, loving, and gentle, for the low price of two guineas. When he got it home, the cat proved to be stone deaf. Then the trouble began. If shut out of the dining room, its cry for admission could be heard all over the house, for being deaf it did not know the noise it made, though its owner often wished that it could hear its own cry. When it called out as it sat on his lap it called with ten cat power and its commanding voice caused it to be named the "Colonel." One day a friend saw the 'beauty' and admired it so much as to accept it as a gift. Even after being told that it was "stone deaf." A few days after Mr. Weir received a letter from the friend, offering to return the loud-voiced cat. "Give it to anyone you please, but don't return it to us," was the reply. The "Colonel" was given to a deaf old lady, and both were happy.—Staunton, Va., Argus, DMJ (1890)

National Association of the Deaf New Members

Mr. and Mrs. James R. Anderson	Georgia
Carolyn A. Bloom	Florida
James William Carr	Indiana
Eleanor Collins	Wisconsin
Carol G. Dunstall	Florida
Jane Glendening	Indiana
Mr. and Mrs. Melvin Glendening	Indiana
Mark C. Meyer	Illinois
Bertha Perkins	New Jersey
Rev. Joe Wayne Perrigo	Kansas
Mr. and Mrs. Claude C. Pruitt	Maryland
Donald J. Roser	Illinois
Thomas W. Wagner	Maryland

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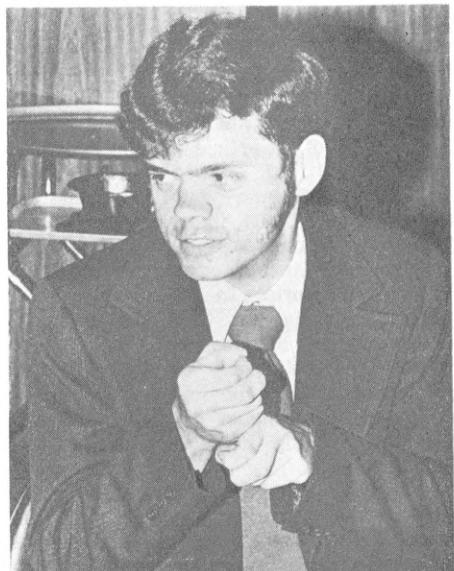


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TECHNICAL SIGN—The word is "superheterodyne receiver" as Donald A. Wertman demonstrates the language of signs communication that enabled him to complete the course of electronics studies at Pittsburgh's Penn Technical Institute. Mr. Wertman, a deaf student, has received an Associate in Specialized Technology degree from Penn Tech and has already begun work as a technician with the General Electric Company. During his studies, he and the interpreters who worked with him found it necessary to invent many new signs for technical terms used in the course.

NATIONAL ASSOCIATION of the DEAF

Don G. Pettingill, President

George Propp, Secretary-Treasurer

Frederick C. Schreiber, Executive Secy.

N.A.D.

President's Message

By Don G. Pettingill

9314 Wellington
Seabrook, Maryland 20801



Where did the summer go???

I didn't keep track but a wild guess is that I must have traveled over 50,000 miles. All this crisscrossing of the time zones is probably why I'm confused over where the summer "gonned"!

It's (puff, puff) been worth it, period! Getting out with the grassroots deaf, has been most rewarding. BUT, and a big one, the thing that has excited me the most is the snowball effect of the NAD, the state associations, the local clubs . . . AND the parents of deaf children and the hearing professionals **really** beginning to use each other, talk to each other, argue (but not quarrel) with each other and, most of all, LISTEN to each other! Believe me, it's a new ball game.

Let's see. My last column flashed that the Virginia Association of the Deaf (July 5-7) donated a previous loan of \$1,000 to the NAD. And that ain't all. Their convention had a lot of people there . . . parents, rehabilitation people, deaf adults young and older. I've already received feelers to participate in a statewide rehabilitation workshop this fall. Which shows that Virginia is moving right along. Venerable Reuben Altizer is the new president of the VAD.

Then came Texas (July 17-22). I wanted to take my family because our last child (girl) was born in Dallas in 1965, but time and circumstances wouldn't permit it. Anyway, this one was really Texas style . . . BIG! Chaired by Ralph H. White, your NAD vice president who was also the TAD president and one of Texas' aggressive deaf "pushers" of deaf rights, there were about 500 deaf interpreters, parents, VRA professionals and many other interested people.

There was a TRIPOD meeting prior to the TAD convention, also a meeting of Texas Society of Interpreters for the Deaf sandwiched in. And then, of course, the TAD business sessions. U. S. Senator Bentson (D-Texas) spoke at the banquet and I must say I was amazed at his knowledge of the deaf, deafness and the problems involved. That's a very pertinent thought! If Texas can get their esteemed senator to come and "tell it like it is" why can't the other 49 states do the same? Huh? Well? You know, I honestly think it is because deaf people feel they don't "rate," and therefore don't ask. Let's begin to stand proud and ask. You'll be surprised. And think of all the friends we will all have if each state does that!

Gwendol (Bud) Butler is the new TAD president. A go-getter and "demander" in his own right, we expect Texas to continue to surge ahead under his leadership.

South Carolina (August 10-12) astonished me. A lil' ol' southern state (I thought), the SCAD attracted to the "small" town of Anderson (40 miles from the nearest airport) over 300 parents, professionals and members. Among other things they sponsored some workshops which were designed to make everyone feel involved and "belonged." Fair warning to other states sponsoring a Miss Deaf America: South Carolina put on a professional Miss Deaf South Carolina pageant with eight lovely and talented girls. Sam Block, NAD board member, was one of the judges and can testify that the winner, Miss Craig, will provide some tough competition for the rest of the nation. Seattle, here we come . . . with rolling but wide open eyes!

There is so much to tell. My trips and ramblings are only a small part of the total movement of the "NOW" NAD. The committees continue to be active. I'll give over the rest of this

month's column to Yerker Andersson, chairman of the International Relations Committee who will explain the committee, its members and its goals. Thanks, Yerker, for your excellent and productive work.

* * *

Our President, Don Pettingill, has requested me to write a report on the activities of the NAD International Relations Committee for his presidential column. With great pleasure I am going to describe the activities of our committee. The other members of the committee are Jerald Jordan, Mervin Garretson and Jack Gannon. Thanks to their wealth of experience, they have provided valuable assistance and have shared enthusiasm with me.

First, I wish to discuss the goals the NAD International Relations Committee has established and the NAD Executive Board has approved. They are the following:

1. Establish a registry of deaf and hearing persons who are familiar with the language of signs who are also fluent in the use of foreign languages, to be called NAD International Relations Committee Registry of International Interpreters for the Deaf.

This registry will be kept in the NAD Home Office to be used for interpreting, translating and other purposes. It is hoped that the registry will be completed by the end of the year. This registry should be a good source of information for anyone wishing interpreting or translating services.

2. Encourage state associations, clubs, other organizations such as the RID and professional groups and schools for the deaf to establish a course in the WFD language of signs and promote the study and use of the WFD language of signs.

What is the WFD language of signs? Well, it is a language of signs developed by the World Federation of the Deaf. Two books with over 600 signs have already been published. These books will be available for sale through NAD. Although the use of the WFD language of signs at international meetings has officially been endorsed by the WFD Board, it has not gained acceptance among the delegates. At past international meetings, including the VI WFD Congress (in Paris), the delegates continued to use "home-made" signs. It is our fervent hope that most Americans attending the VII WFD Congress (in Washington, D.C.) will be able to use and understand the WFD language of signs.

In fact, it is not hard to learn the WFD language of signs because most of the signs are either adopted from or similar to ours. As far as I know, no other nations have such a program. (A few nations have adopted the WFD fingerspelling—very similar to ours—but as a substitute.) If our second goal is successfully implemented, the NAD should be proud of its contribution to international cooperation. In a few months, I will write state associations, clubs, other organizations and groups a letter outlining a proposal for establishing a course in the WFD language of signs. However, I will be happy to give further information upon request. Recently the chairmen of the subcommittees responsible for making arrangements for the VII World Congress of the WFD agreed to take a course in the WFD language of signs.

3. Develop an information sharing program with associations of the deaf and key individuals in other nations.

Suggestions about improving the relationship among organizations, innovations in organizational management, technological advances in communication and other areas and technical assistance will be shared with organizations and key individuals in other nations. The NAD, state associations and other organizations and agencies working with/for the deaf in the USA will be encouraged to participate in sharing this information. This goal is consistent with the WFD objectives. Which of our state organizations or agencies working with/for the deaf wants to be the first to share its information with foreign organizations? Please let me know!

4. Encourage the involvement of more deaf persons in attending conferences or meetings in foreign countries.

This goal is simple but we feel that many conferences and meetings in other nations have received little publicity in our DEAF AMERICAN. For example, how many deaf persons know when and where the International Congress on Education of the Deaf will be held? (Answer: in Tokyo, Japan, August 25-29, 1973.) And too few deaf persons have attended international meetings other than the WFD Congress or the CISS Congress.

5. Assist in the selection of NAD representatives who attend meetings in other countries as representatives of deaf people in the U.S.

This goal is very important and guarantees that no unauthorized delegates, either at their own or others' expenses, can represent the NAD at meetings in foreign countries. Now the Executive Secretary is required to inform the NAD International Relations Committee about conferences or meetings in foreign countries and the committee screens the candidates for the position of delegates and makes recommendations to the NAD Executive Board through the Executive Secretary. While this procedure has been approved by the NAD Board, it has not yet been implemented. It is our hope that this democratic procedure will be used in the future as it is customary in other countries.

6. Establish a mailing list of key individuals working with the deaf in other countries.

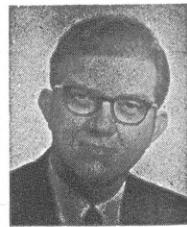
This goal has not been accomplished yet but such a list is expected to be completed by next year.

This program may sound a bit ambitious but the present committee believes that these goals are feasible and can be accomplished during President Pettingill's term. In order to ensure some continuity, each new chairman will be expected to appoint at least one of the former committee members which should assure us that some of our goals such as maintaining the registry, developing an information sharing program and assisting in the selection of NAD representatives can be continued.

At my request, the present Executive Secretary has agreed to invite me to attend, as an observer, the meetings of the Advisory Committee of the VII World Congress of the WFD. The experience I have gained from these meetings has been valuable. Personally, I think these meetings deserve some publicity in our magazine. I have also been invited to attend the recent meeting of committee chairmen who are now selecting members and preparing a program for the World Congress. Thus the present NAD International Relations Committee has succeeded in establishing a working relationship with the present Principal Investigator of the VII World Congress of the WFD. The NAD International Relations Committee will certainly be actively involved in the VII World Congress of the WFD but I believe that, because of its special expertise, the NAD International Relations Committee should remain as an important and active link between the NAD Executive Board and foreign associations of the deaf.

It is my personal conviction that the NAD should be actively involved in the WFD affairs. I believe that the deaf in the USA have much to learn from foreign associations of the deaf and vice versa. Many foreign associations of the deaf are much more successful than the NAD in several ways. For example, the NAD can learn much about organizational structure, the relationship with clubs or associations of the deaf, assistance to clubs, lecture programs, etc., from the British, German, Italian, Scandinavian and other associations of the deaf. On the other hand, the deaf in foreign countries can learn much about occupational opportunities, equality in citizenship, helping the public to understand the deaf, technological advances in communication, etc., from us.

Fortunately, our present president, Pettingill, has recognized this situation and has also indicated his great interest in the activities of the NAD International Relations Committee. Because of my lifelong interest in international cooperation among the deaf and my active interest in the WFD and other international organizations, I see the chairmanship of the NAD International Relations Committee as a great opportunity and an interesting challenge for the NAD to make outstanding contributions to the international welfare of the deaf.



HOME OFFICE NOTES

By Frederick C. Schreiber

SUMMER IS OVER almost before it began. The Home Office staff, although sadly depleted by the governmental cuts in grants, managed to come through with its usual dedication to duty and still find time for vacations. Pretty near every staff member had some time off in the summer. The Executive Secretary took off to Europe and the World Games for the Deaf. While there, he managed to do a little moonlighting in the sense that he took with him—or rather he shipped through the kindness of the American Athletic Association of the Deaf and its World Games for the Deaf director, Art Kruger, a 32-pound box of posters and brochures. These were for the 1975 World Congress. They offered a formidable problem to a traveler who was limited to 44 pounds of luggage, but thanks to Art and his committee the box arrived in Sweden with no problems at all.

Then there were a couple of short meetings of the Bureau of the World Federation of the Deaf. Apparently, in Europe at least, there aren't as many organizations as in the United States so that many of the members of the WFD Bureau or Board were also members of their sports delegations. Accordingly each bureau member ended up taking a quantity of posters, etc., for distribution in their countries. Then with the help of Jerald M. Jordan, who continues as president of the Comite Internationale des Sports Silenceaux, the remaining posters were pressed upon the leaders of the other delegations which were not represented on the Board of the WFD. This way it is hoped that the 1975 program will be well advertised throughout the world.

Discussions in Malmo revealed that the WFD is planning to set up at least three chartered planes to bring deaf people to the United States in 1975. They requested that the United States come up with a plan whereby one fixed price could be made for meals, lodging, registration, etc., for the Congress and this will be part of the deliberations of the WFD Advisory Committee. Also requested was a post-congress tour program and one thought that is being thrown out for reaction is that it would be great if a "See America First" program could be arranged which would include not only visitors from abroad but Americans as well. Such a program would give people a real opportunity to know each other better. In view of the dollar devaluation and the high costs of vacationing abroad, it would also offer a nice way to have a vacation that would retain its foreign flavor without the attendant costs.

The summer also brought many changes in the Home Office. As this is being written, we are in the process of closing down the Census operations. The Census report is practically finished and all that remains is polishing up the report prior to publication. As a result, Marcus Delk who has functioned as Senior Research Associate is now with the New York University's Deafness Research and Training Center. He will continue to monitor the Census until it is completed and the report is off the press but he is a full-time employee of the Center. Marcy Herron who served for a short time as Willis Mann's secretary has left us and by the time this sees light will be in Israel where she will take part in a work-study program and hopefully will be working with the deaf there. Wendy Pool and the other staff members of the Census have left us as we were unable to absorb them into other departments and only Angela Thames remains of the main Census staff. Sharon Roberts Diaz, who has been a summer worker for several years now, first with the RID and then with the NAD, is back in school and working with the Parents Organization on a part-time basis. Mary Ann Locke, who was our Publications Division manager, is also with the Parents Organization, and Maurice Tomdio is at Gallaudet although he will possibly con-

ture to work with us on a part-time basis. In replacement, Willis Mann has a new secretary, Joy Barrow; the Publications Division has a new account clerk to fill in where Sharon left off, and it is business as usual with a few new faces, and a few comebacks to keep things cozy all around.

GRANT OPERATIONS are at a minimum with only the Communicative Skills Program and the World Congress grants fully operational. The CSP grant has been halved and currently its director, Terrence J. O'Rourke, is serving half-time on that program and half-time in the Publications Division. Speaking of the Publications Division we are pleased to announce the new titles which are available both as published by the NAD and as part of our book selling operations. Among the new titles are "I'm Deaf, Too—12 Deaf Americans" by Frank Bowe and Martin Sternberg; "A Basic Course in Manual Communication," revised, again edited by Terrence J. O'Rourke; "Sign Language Flash Cards" by Shirley and Harry Hoemann which are a set of 500 flash cards for use as an aid to learning sign language; "Children's Playing Cards"; the first of the Literary Classic series by John and Marny Olson, all published by the NAD. In addition, we have available the NYU monographs on counseling for deaf people and readings on deafness.

Expected shortly will be new books by Watson and Modern Signs Press, as well as several of the newer books on, for or by the deaf. Please check the ad that should be in this issue on these items. The "Children's Playing Cards" will make an ideal gift for birthdays, Christmas and for no reason at all. People who have seen them have just raved about them. The Publications Division will continually add new titles to its stock in an effort to spread information on deafness as widely as possible. Our promotions go to libraries, book stores, colleges and universities, pediatricians and everyone we can think of who might need or want to know something about the deaf. We expect to continue these efforts.

WE ARE PLEASED to announce that the plaques com-

Contributions To Building Fund (Halex House)

memorating the contributors to Halex House are now in place in the top floor lobby as that is the floor the NAD now occupies. The plaques are on the wall facing the stairs so that they are sure to catch the eye of people coming up the stairs. It is expected that some time in the future when the NAD occupies more of the space these plaques will be moved to the entrance level. But until that time they will stand proudly acknowledging the support the deaf people of the United States have given to Halex House.

Speaking of Halex House—while we have not quite reached our goals as far as contributions to Halex House are concerned, we are making progress. Both the Virginia Association of the Deaf and the Maryland Association of the Deaf have contributed their original \$1,000 loans to outright gifts to the Association. Since our books lag somewhat behind actual contributions, we probably are doing better than reported. But to date we have received a total of \$30,000 in contributions which is excellent, of course, but somewhat short of the expected \$50,000 we had hoped for. So we are still looking for continued support here. At the same time our progress toward burning the mortgages on Halex House has been very steady.

We have been landlords for only a little more than two years. In that time we have reduced our total debt from \$672,000 to \$485,000. This includes the second trust which we reduced from \$97,000 to the present \$33,000. In November, this will be further reduced to \$27,000 and with the help of our members and friends we will make a strong effort to enter 1974 with the second trust completely wiped out. Will you help? We need contributions, memorials, even birthday presents. The present situation in government points up how important this building is to the deaf people of the United States. With governmental support declining, it is the income from a fully-paid-for building that will insure that the NAD continues to serve the deaf at levels they want and need. Again—will you help?

Mr. and Mrs. David Fridovich	5.00	Barbara Kannapell	25.00	Kenneth Morganfield	114.80
Mr. and Mrs. J. Kenneth Huntington	5.00	Paul J. Kasatchkoff	1.00	Mr. and Mrs. Clyde J. Morton	57.40
Mrs. Hugh Kilmer and daughter, Mrs. James A. Norris (Patsy)	100.00	Lee Katz	28.70	Eva and Jules Moss, in honor of their parents, Mr. and Mrs. Saul Moss, on their 27th anniversary	28.70
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Marie E. Martin	20.00	John J. Kaufman	60.00	MSSD, Chapter of the Jr. NAD	28.70
Mrs. Marguerite Merwin	5.00	Mr. and Mrs. John J. Kaufman	190.00	Mr. and Mrs. David Mudgett	100.00
Mrs. Alida Palmer	5.00	Ray M. Kauffman Endowment Fund of Baltimore Div. No. 47, NFSD	100.00	Catherine Munro	100.00
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A. Ralph C. Wefer and Family	25.00	Mr. and Mrs. Peter J. Kensicki	20.00	Dr. and Mrs. Harry Murphy (in memory of Roy Frothingham)	10.00
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Mrs. Mabel Mandell		Mr. and Mrs. Clyde Ketchum	10.00	Madelene Musmanno	5.00
Mrs. R. Roach		David Kiebowen	30.00	Cathy Muzik	1.00
Florence Opladen and Theresa Lopez		Thelma Kilpatrick	5.00	MWAD Basketball Team	100.00
The Candlewood Isle Ladies Bridge Club		Patricia Ann Kitchen	6.00		
Dr. Peter Fine		Edward L. Kivett			
Mr. and Mrs. Paul S. Fisher (In appreciation of Dr. McCay Vernon's work)	25.00	Edith A. Kleberg (in memory of Emerson I. Romero)			
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Rev. Robert C. Fletcher	25.00	Mr. and Mrs. Gregory C. Kimberlin			
Mr. and Mrs. Winston Fitzgerald	2.00	Gregory C. Kimberlin (in memory of Theresa Burstein and Rita Jaech)			
Martha J. Floyd	25.00	Alvin A. Klugman			
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Mr. and Mrs. Max Friedman	28.70				
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McCay Vernon and Joanne Greenberg	90.00				
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Mrs. Regina Hajna	50.00				
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Mr. and Mrs. Wendell Haley	100.00				
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Leonard Heller					
Mr. and Mrs. Fred Henklein					
Annie Mary Herbold					
Annie Mary Herbold (in memory of her husband, Charles A. Herbold)					
Annie Mary Herbold (in memory of her father, Sam Bolen)					
Ausma L. Herbold	28.70				
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Mr. and Mrs. John L. Hewes and Katherine	100.00				
Mr. and Mrs. John M. Hibbard	5.00				
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William Hinkley	28.70				
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Mr. and Mrs. Hugo A. Holcombe	50.00				
Arthur Holley	50.00				
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Indiana Parents-Teachers-Counselors Organization	1.50				
Mr. and Mrs. Harold W. Ingram (In memory of H. Laird Marcroft)	28.70				
Iowa Association of the Deaf	25.00				
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Mr. and Mrs. Thomas Jennings	50.00				
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Miriam Johnson (In memory of her father, Dr. John W. Michele)	100.00				
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Maybelle Johnson	10.00				
Mrs. Mildred M. Johnson	90.00				
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Paul J. Kasatchkoff	1.00				
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Mr. and Mrs. Harvey Katz	30.00				
John J. Kaufman	60.00				
Mr. and Mrs. John J. Kaufman	190.00				
Ray M. Kauffman Endowment Fund of Baltimore Div. No. 47, NFSD	100.00				
Mr. and Mrs. George Keadle	15.00				
Mrs. Yvonne Kenner (in memory of Morton L. Kenner)	50.00				
Morton N. Kenner	100.00				
Mr. and Mrs. Peter J. Kensicki	100.00				
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Gregory C. Kimberlin (in memory of Theresa Burstein and Rita Jaech)					
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Mr. and Mrs. Felix Kowalewski (in memory of Theresa Connors Burnstein)					
Mr. and Mrs. Felix Kowalewski (in memory of Rita Burgess Jaech)					
Mr. and Mrs. Felix Kowalewski					
Edward Kowalski					
Nancy Kowalski					
Paul Kowalski					
Sandra Kowalski					
Sharon Kowalski					
Walter Krohngold					
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Harmon P. Menkis					
Metro-Mixed Bowling League of Silver Spring					
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Ralph R. Miller (in memory of his sister)					
Ronald L. Miller					
Vivian Miller					
Mr. and Mrs. Ralph Miller					
Craig Mills					
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Jr. NAD, Missouri School for the Deaf					
Mississippi Association of the Deaf					
Sue H. Mitchell (In memory of Willie Todd)					
Sue H. Mitchell (In memory of James G. Dashill)					
Montgomery County Association for Language Handicapped Children					
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Jerome R. Moers					
Mr. and Mrs. Kendall Moore					
Montana Association of the Deaf					
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Barbara Kannapell	25.00				
Paul J. Kasatchkoff	1.00				
Lee Katz	28.70				
Mr. and Mrs. Harvey Katz	30.00				
John J. Kaufman	60.00				
Mr. and Mrs. John J. Kaufman	190.00				
Ray M. Kauffman Endowment Fund of Baltimore Div. No. 47, NFSD	100.00				
Mr. and Mrs. George Keadle	15.00				
Mrs. Yvonne Kenner (in memory of Morton L. Kenner)	50.00				
Morton N. Kenner	100.00				
Mr. and Mrs. Peter J. Kensicki	100.00				
Joe Kerschbaum	15.00				
Mr. and Mrs. Clyde Ketchum	100.00				
David Kiebowen	10.00				
Thelma Kilpatrick	30.00				
Patricia Ann Kitchen	5.00				
Edward L. Kivett	6.00				
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Mr. and Mrs. Marcellus Kleberg					
Martin F. Klein					
Mr. and Mrs. Gregory C. Kimberlin					
Gregory C. Kimberlin (in memory of Theresa Burstein and Rita Jaech)					
Alvin A. Klugman					
Mr. and Mrs. Felix Kowalewski (in memory of Theresa Connors Burnstein)					
Mr. and Mrs. Felix Kowalewski					
Edward Kowalski					
Nancy Kowalski					
Paul Kowalski					
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Mary Jane Rhodes	28.70	Mr. and Mrs. Howard Watson	5.00	Alice R. Wood	50.00
Mrs. Janet Richards	15.00	Henry Kifflau	50.00	Mr. and Mrs. Thomas Wood	28.70
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Margaret Sprinkel	30.00				
Robert Silsbee	2.00				
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Mr. and Mrs. Conrad Stedrak	40.00				
Hazel A. Stedmann	400.00				
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Mr. and Mrs. Bill Stifter (in memory of Theresa Connors Burnstein and Rita Burgess Jaech)	10.00				
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NATIONAL ASSOCIATION OF THE DEAF

Affiliated Member Organizations

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L. A. Hebrew Association of the Deaf	California
Southern California Women's Club of the Deaf	California
Valley Silent Club of the Deaf	California
Colorado Springs Silent Club	Colorado
Silent Athletic Club of Denver	Colorado
Hartford Club of the Deaf, Inc.	Connecticut
St. Paul's Episcopal Mission for the Deaf of Greater Hartford	Connecticut
Block G. Lettermen's Club	District of Columbia
Southtown Club of the Deaf	Illinois
Cedarloo Club of the Deaf	Iowa
Sioux City Silent Club, Inc.	Iowa
Deaf and Hard of Hearing Counseling Service, Inc.	Kansas
Wichita Association of the Deaf	Kansas
Maine Mission for the Deaf	Maine
Montgomery County Association for Language Handicapped Children	Maryland
RMS Industries, Inc.	Maryland
Quincy Deaf Club, Inc.	Massachusetts
Michigan Association for Better Hearing	Michigan
Motor City Association of the Deaf	Michigan
United for Total Communication	Michigan
Charles Thompson Memorial Hall	Minnesota
Gulf Coast Silent Club	Mississippi
Great Falls Club of the Deaf	Montana
Roundtable Representatives of Community Center	Missouri
St. Louis Silent Club	Missouri
Lincoln Silent Club	Nebraska
Omaha Club of the Deaf	Nebraska
The Central New York Recreation Club for the Deaf—ABC Bowling Committee (Mr. A. Coppola, Chairman)	New York
Center for Communications Research, Inc.	New York
Long Island Club of the Deaf, Inc.	New York
Rip Van Winkle Club of the Deaf	New York
Staten Island Club of Deaf	New York
Rochester Recreation Club for the Deaf, Inc.	New York
National Technical Institute for the Deaf—Students	New York
New York Society for the Deaf	New York
Union League of the Deaf, Inc.	New York
Cleveland Association of the Deaf	Ohio
Portland Association of the Deaf	Oregon
Beaver Valley Association of the Deaf	Pennsylvania
Providence Club for the Deaf	Rhode Island
Greater Greenville Silents Club	South Carolina
Sioux Falls Club for the Deaf	South Dakota
Nashville Chapter, Tennessee Association of the Deaf	Tennessee
Nashville League for the Hard of Hearing, Inc.	Tennessee
Dallas Association of the Deaf	Texas
Dallas Council for Deaf	Texas
Houston Association of the Deaf	Texas
Richmond Club of the Deaf	Virginia
Charleston Association of Deaf	West Virginia
Wheeling Association of the Deaf	West Virginia
Puget Sound Association of Deaf	Washington
Chippewa Valley Association of Deaf	Wisconsin
Madison Association of the Deaf	Wisconsin
Vancouver Association of the Deaf	Canada
Affiliation dues for organizations other than state associations are \$10.00 or more per year. Send remittances to the NAD Home Office.	

Foreign News

By YERKER ANDERSSON

South Africa—According to the Australian **Deaf Notes** (Vol. 10, No. 7), two deaf persons for the first time became members of the Executive Committee of the South African National Council for the Deaf. These persons are Father Axelrod and Robert Simons, a lecturer in the Department of Anatomy at the Witwatersrand Medical School.

Denmark—Erna Frederiksen was to participate in the XII World Games for the Deaf for the seventh time. She is one of the best woman tennis players in the world.

Australia—A theater of the deaf has recently been established under the direction of Dr. Fiala of the Sydney University Drama School. The new theater had already presented short performances at the end of May.

Great Britain—Jack Ashley, a deaf member of the British Parliament, has published a book, **Journey Into Silence** (Bodley Head Publishing Company). In his book, he describes his hearing loss—as a result of otosclerosis. After having lost all his hearing, he took a course in speechreading but found it discouraging and difficult. He once considered leaving the Parliament but his colleagues urged him to stay on and one of them suggested to him that he could do something for the physically handicapped. So he stayed on and even won his seat again after his hearing loss. Although he is not familiar with the language of signs or fingerspelling, he depends on speechreading and note-taking through his wife and friends in following debates in the Parliament.

Another deaf man was appointed by the Queen to the office of High Sheriff of Greater London. This office is the next highest appointed and the oldest one in London. This man, Mr. Arthur Henry Edmond, who lost his hearing at the age of 11, graduated from the Royal School for Deaf and Dumb Children and is now a successful businessman. At present he is a director of a large stationery company.



GETTING READY—Eliezer Lederfeind and Larry Hast are shown preparing the next issue of **OUR WAY**. Other members of the staff are Ellen Schaffer, Beth Metlay and Scott Recht. Lederfeind, a Rabbinical student of Talmudical College, who has for the past three years been the director of the Jewish Studies Program of the Western Pennsylvania School for the Deaf, Pittsburgh, states that **OUR WAY** is now available to Jewish deaf adults and students. It is a religious magazine containing news, essays, stories, etc., of Jewish interest. Requests should be sent to **OUR WAY**, c/o Talmudical College, 5807 Bartlett Street, Pittsburgh, Pa. 15217.

An anonymous reader sent me two clippings from British newspapers.

A deaf man was arrested for assaulting a policeman. During a soccer game at Hampden Park, the deaf man screamed and tried to punch the policeman on the head.

"Blindness cuts you off from things; deafness cuts you off from people" are the beginning words in an article "Frustrating Struggle Endured by Deaf" (**The Daily Telegraph**, May 30, 1973). This article reports that a documentary "Sunday and Monday in Silence" was presented on television and gave glimpses of the everyday lives of two families, the one hearing parents and their two deaf children and the other deaf parents and their hearing daughter. The above named paper termed this program a successful effort.

Thank you, my anonymous reader!



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Baptist

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Separate services for the deaf.
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Baton Rouge, Louisiana
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Sunday classes are at 9:30 a.m. and 5:45 p.m.
Rev. Hoyett Larry Barnett, Pastor to the Deaf

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Special services for the deaf in the chapel.
E. Joe Hawn, minister

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Miss Sue Henson, interpreter

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Ralph D. Churchill, 941-4660

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Sunday Class, 10:00 a.m.; Worship Services,
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Interpreter: Don Garner

In Los Angeles area, worship at . . .
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Saturday at 7:30 p.m.

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Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar
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TTY (and voice) (203) 561-1144

Lutheran

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TTY 864-2119

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Wyatt W. Weaver, Secretary
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National Congress of Jewish Deaf

Alexander Fleischman, President
9102 Edmonston Court, Greenbelt, Md. 20770
Kenneth Rothschild
25 Wagon Wheel Rd., R.D. #1
Poughkeepsie, N.Y. 12601

* * *

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